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AUTHOR Robertson, Trina Reed
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ABSTRACT

The Austin (Texas) Independent School District conducts survey research as a means of collecting information from people affected by district policies and programs. Some general results are presented for the following surveys: (1) the School Climate Survey; (2) the Office of Research and Evaluation Coordinated Survey; and (3) the Former Student Survey. Information is also provided about the School-Based Surveys Support for independent surveys conducted by individual schools. Overall, school campus professionals were less positive this year about their schools' climates than in previous years. Teachers felt less confident about their students' ability to achieve mastery, less confident about safety in the schools, and less positive in their feelings of being treated as professionals. In general, the district is doing a good job in preparing students to enter postsecondary school, with improvements needed in some areas. Recommendations are made for program improvement and the investigation of the downward trend in satisfaction with the school climate. Twenty-one figures illustrate the discussion. Seven appendixes review the reports, survey methodology, and comparisons of results with surveys from previous years. (Contains 17 references.) (SLD)

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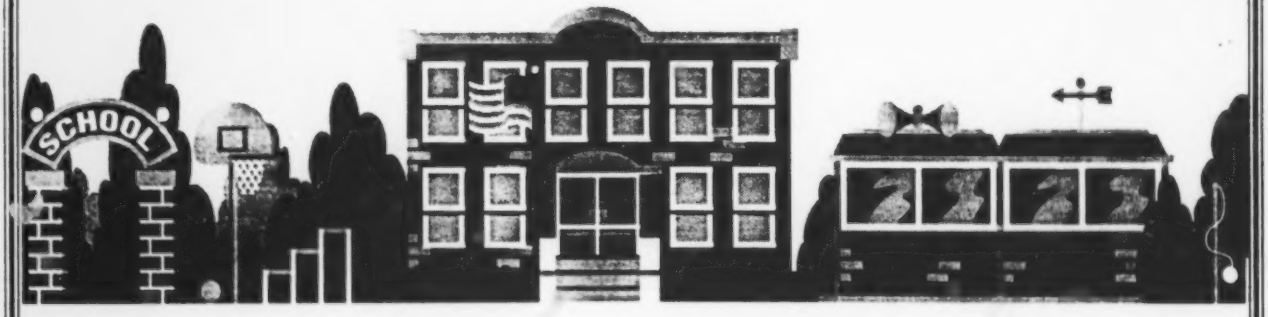
1992-93 Report on Surveys



Austin Independent School District
Office of Research and Evaluation

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It's About Schools: 1992-93 Report on Surveys

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Author: Trina Reed Robertson

Program Description

AISD has conducted survey research since the 1979-80 school year as a means of collecting information from the people closest to the effects side of District policies and programs. The School Climate Survey and the ORE Coordinated Survey are vehicles for campus professionals to express their views on key issues affecting the District. These surveys afford insight into the effectiveness of programs and improvement activities implemented within the District. The Former Student Survey is conducted to gather the opinions of the District's graduate population to increase the awareness of decision makers about how programs are received by graduates and about the longer term effects of District programs. ORE also facilitates independent survey research by campuses through its School-Based Surveys Support.

Budget Implications

Mandate: Board of Trustees

Funding Amount: $26,166 (to obtain survey data)

Funding Source: Local

Implications: Provides school climate information to schools for use in campus improvement; provides flexible data collection mechanisms serving school staff, administrators, and program evaluators; provides data to support the fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

Major Findings

1. Overall, campus professionals were less positive this year about their schools' climate than in previous years.
   a. Over the past five years, from 1988-89 through 1992-93, teachers' opinion that the staff at their schools demonstrated a belief in students' ability to achieve mastery has shown a significant and steady decline. (Page 4)
   b. Teachers and other campus professionals indicated that they feel less confident about the levels of safety in their schools; confidence has declined from 88% in 1988-89 to 81% in 1992-93. (Page 5)
   c. Teachers and other campus professionals responded less positively this year than in previous years about their feelings of being treated as professionals. (Page 7)

2. AISD is doing a good job of preparing students to enter postsecondary school.
   a. Most of the AISD graduates surveyed (73%) are attending postsecondary school. (Page 10)
   b. Mathematics and English continue to be the courses considered most useful by graduates attending school. (Page 11)

3. Over half of former students surveyed indicated that they were not well prepared, or only moderately well prepared, to write a resume and interview for a job, or to use technology successfully.

4. After 18 months, 21% of working graduates said that they were working in a field for which AISD trained or prepared them. (Page 13)

5. Most 1991 graduates (69%) indicate that they are well, or very well, prepared for their current activities. (Page 14)

Recommendations

1. Resources and other support should be allocated to the implementation of Tech Prep (curricula designed to integrate challenging academic standards with career-oriented application and training), and to the Department of Labor's *Secretary's Commission on Achieving Necessary Skills* (SCANS) competencies to ensure that all students receive curricula which are both academically challenging and vocationally integrated.

2. As much as possible, counselors and teachers should encourage students to consider their short- and long-term plans (whether school, work, or both) in the way they approach their selection of courses, research/essay topics, and other preparatory experiences that develop the link between their school work and their future.

3. Teachers should work together to create lesson plans which incorporate students' interests and needs into academic experiences which prepare students for the broad spectrum of postsecondary life experiences.

4. The downward trend in the school climate throughout the District needs to be investigated, understood, and reversed. Area superintendents should investigate possible ways to improve schools' climate with decision-making teams.

OPEN LETTER

With almost 60% of 1991 AISD graduates working, District decision makers must ask the question, "What has AISD done to prepare its students for work?" The Secretary's Commission on Achieving Necessary Skills (SCANS) of the Department of Labor, has put out a document, *What Work Requires of Schools: A SCANS Report for America 2000*, which discusses the various minimum skills and competencies students need to enter the job market productively. The report identifies five competencies and a three-part foundation of skills and personal qualities (Appendix A) which are essential preparation for all students whether they are going directly into work or on to further education. **Every teacher and administrator in the District should be familiar with the information in the SCANS report.**

Vocational education can no longer be regarded as a fallback for those students who are not making it in tough academic classes, any more than the teaching of higher order thinking skills can be regarded as appropriate only for high-achieving students. Even though the academic preparation which AISD students receive is good, because the District is committed to preparing students for the future, all students need to be taught to translate academic course work to the "real world" competencies which will be expected of them when they enter the work force. Students who do not develop these competencies will not be prepared to enter the work force, and that lack of preparation will affect all students eventually. Many AISD students do not have the luxury of choosing work *or* further education; 58% of AISD graduates surveyed who are attending school are also working full or part time either by choice or out of necessity. The implementation of curricula which integrates AISD's emphasis on strong academic preparation with an equally strong emphasis on vocational application of academic knowledge is necessary for preparing all AISD students for their next endeavors.

The SCANS foundation and competencies are not simply basic skills; they involve abilities to use skills in an integrated manner to perform both simple and complex tasks. The SCANS report suggests that subject areas in U.S. classrooms are not yet integrated to the level necessary to prepare most students for the transition into the workplace. In a handful of cases in AISD high schools, a program called Tech Prep has been implemented which is designed to integrate academics and advanced technical training for all secondary students. AISD has implemented Tech Prep only very recently, and the District is years behind districts like Seminole County, Florida, and Portland (Oregon) Public Schools which have both been involved in programs like Tech Prep for five years or more.

Former President Bush and President Clinton have both identified training and retraining the work force to meet the challenges of the future as a national priority. A large part of the responsibility for this priority falls to public school systems. SCANS indicated that throughout the U.S., students often must rely on experiences and skills received outside of school to prepare themselves for working in the "real world." The report states that, "Learning through experience is okay only if all students are exposed to the right experiences. The SCANS skills can be taught." Schools must provide a more systematic approach to instilling students with the level of skills and competencies necessary for survival after exiting secondary school. The achievement of the national priority, as well as the attainment of a level of productivity necessary to sustain the "American way of life," depends on the schools' ability to meet these challenges.

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It's About Schools: 1992-93 Report on Surveys
Final Report

Introduction

The Austin Independent School District (AISD) has conducted survey research since the 1979-80 school year as a means of collecting information from the people closest to the effects side of District policies and programs. By providing a vehicle for campus professionals to express their views on key issues affecting the District, surveys afford insight into the effectiveness of programs and improvement activities implemented within the District. Surveys are also conducted to gather the opinions of the District's student populations to increase the awareness of decision makers about how programs are received by students and about the longer term effects of the programs.

This report is organized into three sections:

1. Findings based on surveys of staff as related to school climate,
2. Findings based on surveys of former students, and
3. Other special surveys conducted or supported by ORE.

Appendix B describes the methodology employed in the ORE-conducted surveys. The following surveys were administered in 1992-93:

- ***The School Climate Survey***
  The School Climate Survey of all campus professionals and administrators is mandated by the School Board to measure school climate/effectiveness. Results are distributed to each campus, to area and associate superintendents, to the Superintendent, and to the Board of Trustees.

- ***The Former Student Survey***
  The Former Student Survey gathers information to evaluate AISD's fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor." Graduates' current school and work status and their opinions about their high school courses and preparation for work and postsecondary schooling are reported.

- ***The ORE Coordinated Survey***
  The ORE Coordinated Survey is designed to collect evaluation information on specific programs in the District. The survey was used by ORE staff to collect information on the effectiveness of a number of 1992-93 AISD programs while minimizing the paperwork burden on campus staff.

- ***School-Based Surveys Support***
  ORE offers support to schools that wish to conduct school-based surveys. A generic survey processing system was developed by ORE to facilitate independent information gathering by schools and programs. Consultation and analysis of the response data are also provided if requested.

This report presents some of this year's survey data as well as data from previous years.

School Climate Survey

Overview

The School Climate Survey is an annual survey administered to AISD campus professionals (teachers, counselors, librarians, and other professionals) and administrators. The survey consists of 24 items given to professionals and 20 items to administrators which probe their opinions about school climate/ effectiveness in the areas of:

- Student learning,
- School discipline and management, and
- Teachers as professionals.

The School Climate Survey was administered for the fifth consecutive year in February 1993 to 4,568 teachers and other campus professionals and 218 campus administrators. The results were distributed to the Board of Trustees, the Superintendent, the area and associate superintendents, and to principals at each campus to be shared with their staff and campus leadership teams. Figure 1 shows the return rates by respondent category. Five-year longitudinal survey results are attached for both professionals (Appendix C) and administrators (Appendix D). Also attached are the numbers of valid responses for each item every year, 1988-89 through 1992-93 (Appendix E).

FIGURE 1
1992-93 SCHOOL CLIMATE SURVEY RETURN RATE

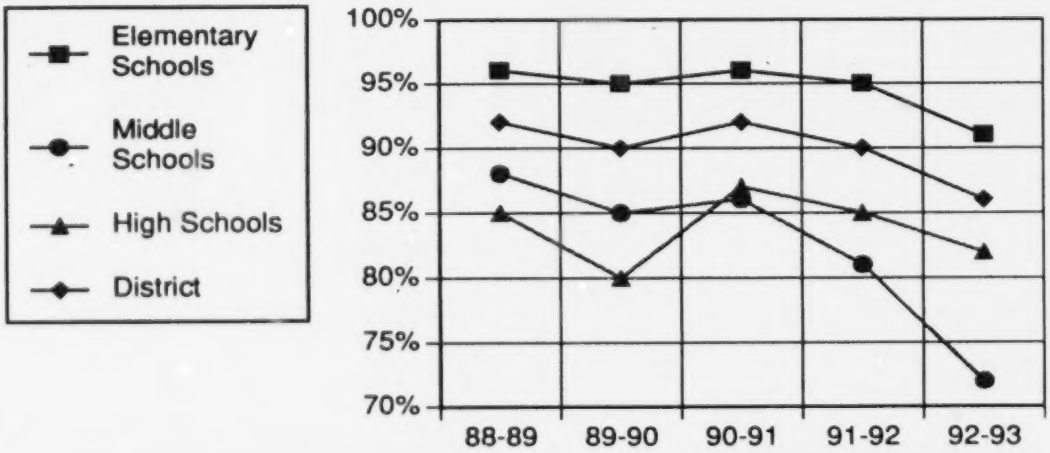
	Number of Surveys Sent	Return Rate
Elementary Professionals	2,723	92%
Middle School Professionals	869	87%
High School Professionals	976	89%
Elementary Administrators	115	91%
Secondary Administrators	103	86%
TOTAL	**4,786**	**90%**

Student Learning

The School Climate Survey presented campus professionals and administrators with a series of items regarding the learning environment at their schools. ***In almost all cases, the responses of campus professionals were less positive this year than they have been over the past five years in which the survey has been administered.***

Asked specifically about the goals for student learning at their schools, campus professionals, especially middle school professionals, tended to be less positive this year than in the previous two years. A three-year low of 86% of teachers districtwide, and only 72% of middle school teachers, indicated that their schools' climate was conducive to learning. In contrast, 100% of elementary school administrators and 91% of secondary school administrators (middle and high school combined) indicated that the general climate at their schools was conducive to learning.

FIGURE 2
CAMPUS PROFESSIONALS' RESPONSES TO:
"THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING."

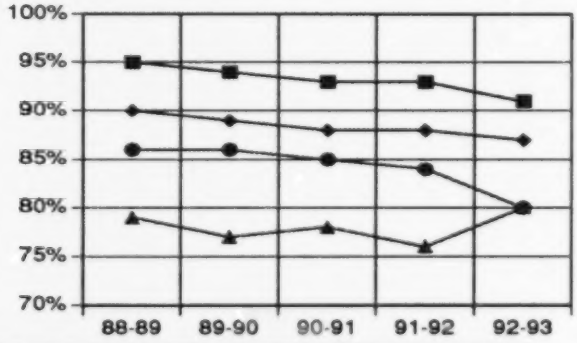


	88-89	89-90	90-91	91-92	92-93
Elementary Schools	96%	95%	96%	95%	91%
Middle Schools	88%	85%	86%	81%	72%
High Schools	85%	80%	87%	85%	82%
District	92%	90%	92%	90%	86%

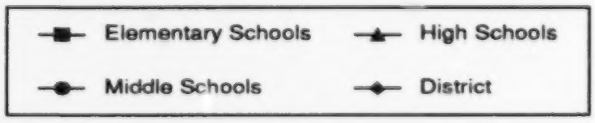
Note: Percentages are "strongly agree" + "agree."

Over the past five years, from 1988-89 through 1992-93, teachers' opinion that the staff at their schools demonstrated a belief in students' ability to achieve mastery has shown a significant and steady decline. In 1988-89, 90% of AISD teachers and other campus professionals agreed or strongly agreed that the staff in their schools believed and demonstrated that all students could achieve mastery; by 1992-93, there was a small but significant decline in professionals' sentiment--only 87% agreed or strongly agreed with the same statement. Figure 3 shows how this statistic breaks down by school level.

FIGURE 3
CAMPUS PROFESSIONALS' RESPONSES TO:
"OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY."



	88-89	89-90	90-91	91-92	92-93
Elementary Schools	95%	94%	93%	93%	91%
Middle Schools	86%	86%	85%	84%	80%
High Schools	79%	77%	78%	76%	80%
District	90%	89%	88%	88%	87%



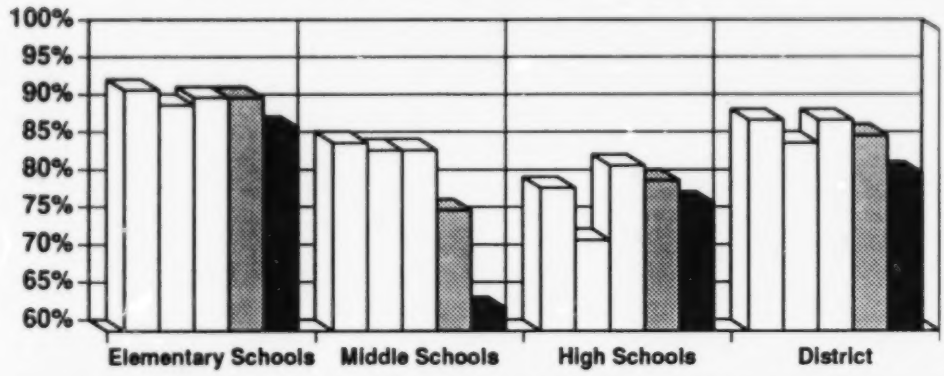
Note: Percentages are "strongly agree" + "agree."

High school is the only level which shows a fluctuation rather than a decline, and this year high school teachers were more positive than any of the four previous years about staff belief and demonstration that all students can achieve mastery. Figure 3 also shows that staff respond less positively to this item as grade level increases.

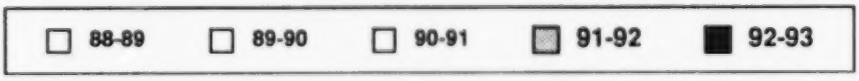
School Discipline and Management

Research on school effectiveness has shown that a feeling of safety in the school environment contributes to learning. Paredes (1991) found in his one-year study of school climate and student achievement that professionals' responses to items related to school safety and student behavior significantly correlated with students' achievement in AISD. *Teachers and other campus professionals indicated they are less confident in the current level of safety at AISD schools than they have been in any of the past five years.* Because discipline and safety are important, this perception may be contributing to the decline in teacher confidence in the learning environment at their schools.

FIGURE 4
CAMPUS PROFESSIONALS' RESPONSES TO:
"OUR SCHOOL HAS A SAFE CLIMATE."

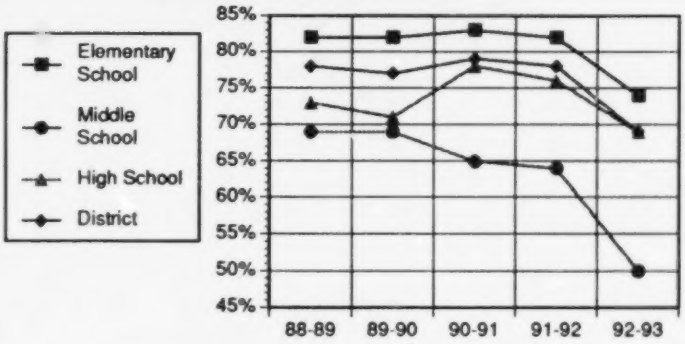


	Elementary Schools	Middle Schools	High Schools	District
92-93	87%	63%	77%	81%
91-92	91%	76%	80%	86%
90-91	91%	84%	82%	88%
89-90	90%	84%	72%	85%
88-89	92%	85%	79%	88%



Note: Percentages are "strongly agree" + "agree."

FIGURE 5
CAMPUS PROFESSIONALS' RESPONSES TO: "OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL."

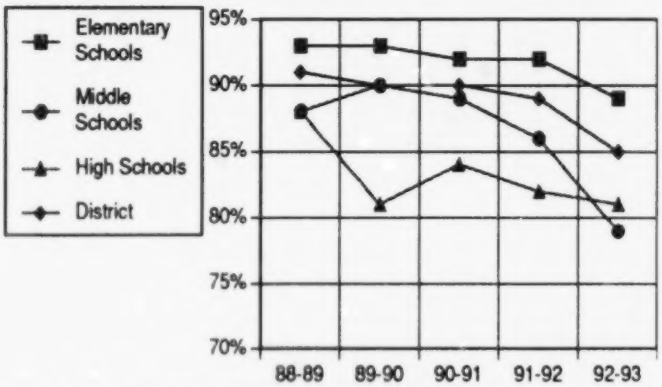


	Elementary	Middle	High	District
92-93	74%	50%	69%	69%
91-92	82%	64%	76%	78%
90-91	83%	65%	78%	79%
89-90	82%	69%	71%	77%
88-89	82%	69%	73%	78%

Discipline is an issue of concern for parents and students, as well as campus professionals. *Teachers and other campus professionals indicated that students' discipline was a significantly greater concern this year than it was last year, or in the three years before* (see Figure 5). Interestingly, both elementary and secondary principals were more positive about student behavior this year than last year (see Attachment D).

Note: The results of the chi square significance tests for the response changes between 1993 and 1992 and between 1993 and 1989 are displayed in Appendix F.

FIGURE 6
CAMPUS PROFESSIONALS' RESPONSES TO: "OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY."



Elementary Schools	93%	93%	92%	92%	89%
Middle Schools	88%	90%	89%	86%	79%
High Schools	88%	81%	84%	82%	81%
District	91%	90%	90%	89%	85%

Campus professionals were less positive about the school's relationship with the home and the school community this year than in years past (see Figure 6). While the development of this relationship is emphasized in School Based Improvement (SBI), some campuses have been more successful than others (see *School Based Improvement: Changes in AISD 1992-93*, ORE Pub. No. 92.32). Increased expectations resulting from the implementation of SBI could partially explain this year's decline; however, high expectations would not explain the downward trend since 1988-89.

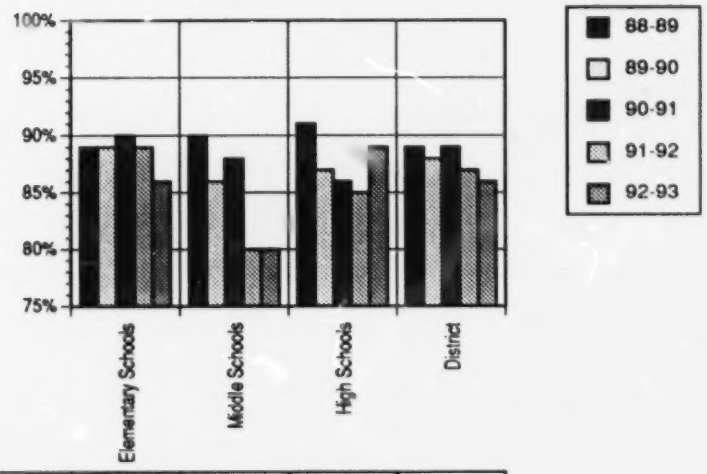
Note: Percentages are "strongly agree" + "agree."

Teachers as Professionals

A higher percentage of campus professionals indicated that their principals were willing to discuss problems with them in 1988-89, the baseline year of the survey, than in 1992-93 (see Figure 7). This item was found to correlate more strongly than any other item on the survey to teachers' (and other campus professionals') feelings of being treated as a professional (see *School Climate Correlates with Student Persistence to Stay in School*, ORE Publication No. 92.22). Other items that are strongly correlated to campus professionals' feelings of being treated as a professional have also shown significant declines over the past five years. See below.

	1992-93	1988-89
"My decisions as a professional are supported and respected by my campus administrators."	83%	87%
"The channels of communications among faculty, administrators, and other staff at my building are open and adequate."	72%	78%
"The resolution of conflict or problems is addressed positively at my school."	75%	81%
"There is collaborative planning and decision making in my school."	77%	81%

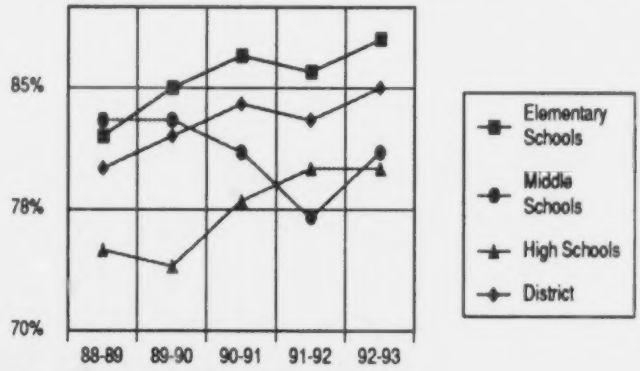
FIGURE 7
CAMPUS PROFESSIONALS' RESPONSES TO:
"THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS."



	Elementary Schools	Middle Schools	High Schools	District
92-93	86%	80%	89%	86%
91-92	89%	80%	85%	87%
90-91	90%	88%	86%	89%
89-90	89%	86%	87%	88%
88-89	89%	90%	91%	89%

Note: Percentages are "strongly agree" + "agree."

FIGURE 8
CAMPUS PROFESSIONALS' RESPONSES TO: "JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE."

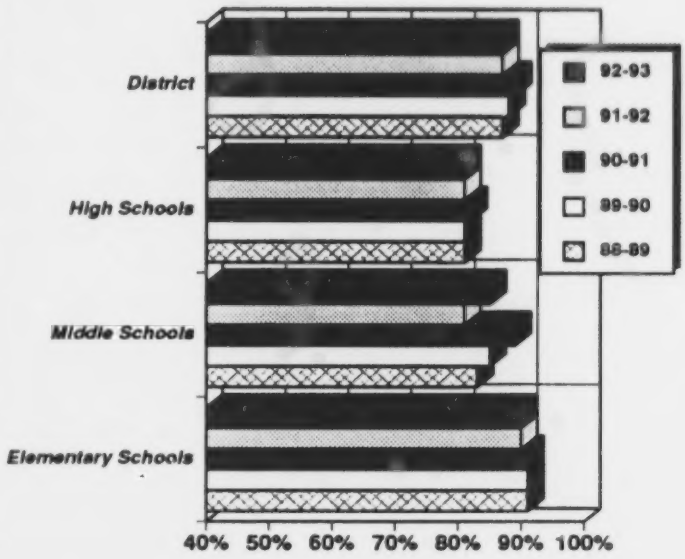


	88-89	89-90	90-91	91-92	92-93
Elementary Schools	82%	85%	87%	86%	88%
Middle Schools	83%	83%	81%	77%	81%
High Schools	75%	74%	78%	80%	80%
District	80%	82%	84%	83%	85%

Questions about job performance appraisals and the availability of staff training were not as strongly correlated to teachers' sense of being treated as professionals; however, they offer insight into how accurate the appraisal is regarded and how effectively the staff development time and budget are being used. *The percentage of campus professionals who agreed or strongly agreed that job performance appraisals were fair increased significantly over the past five years.* There was no significant change between 1992-93 responses and either the 1991-92 responses or the 1988-89 responses by professionals regarding staff development and training, except at the middle school level where the responses have fluctuated from year to year.

FIGURE 9
CAMPUS PROFESSIONALS' RESPONSES TO: "MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS."

88-89	89-90	90-91	91-92	92-93
87%	88%	89%	87%	87%
81%	81%	82%	81%	81%
83%	85%	89%	81%	85%
91%	91%	91%	90%	90%



Note: Percentages are "strongly agree" + "agree."

Former Student Survey

Overview

In 1991, AISD reintroduced a survey of former students which had been last administered in 1983. The survey's purpose was to determine how effectively the District is accomplishing its fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

The Former Student Survey was conducted again in October 1992. Students from the graduating class of '91 were asked questions regarding AISD's impact on their postgraduation employment, academics, personal development, and civic involvement. Details of the survey administration are given in Appendix B.

Figure 10 presents demographic information about the students surveyed in fall 1992.

FIGURE 10
SEX AND ETHNIC DISTRIBUTION OF ALL 1991 GRADUATES, SAMPLED GRADUATES, AND RETURNS

GRADUATES (CLASS OF 1991)	SEX		ETHNICITY		
	Female	Male	African American	Hispanic	White/ Other
TOTAL GROUP: N=2,810	53%	47%	19%	26%	55%
SAMPLE: N=770=27%	52%	48%	20%	27%	53%
RETURN: N=191=25%	58%	42%	10%	23%	67%
SAMPLE >2.5* N=325=42%	56%	43%	12%	19%	69%
RETURN >2.5* N=116=36%	60%	40%	8%	19%	73%
SAMPLE ≤2.5 * N=445=58%	49%	51%	27%	32%	41%
RETURN ≤2.5* N=75=17%	56%	44%	13%	29%	58%

* *Grade point average (GPA)*

The small number of surveys returned (6.7% of total 1991 AISD graduates) qualifies the results of this survey; the results might be different if a larger response group was used. The response groups for 1990 and 1982 graduates were 5.9% and 9%, respectively; the return rate for 1990 and 1982 graduates were 33% and 46%, respectively, compared with 25% for 1991 graduates.

Who's in School?

Graduates in Colleges and Technical Schools

The number of graduates who reported being in school increased slightly from 71% for '90 graduates to 73% for '91 graduates, with 60% of students surveyed indicating that they were attending school full time (see Figure 11). The 1989-90 AISD graduates surveyed reported that they were in school either full time (59%) or part time (12%).

FIGURE 11
PERCENTAGE OF GRADUATES GOING TO POSTSECONDARY SCHOOL

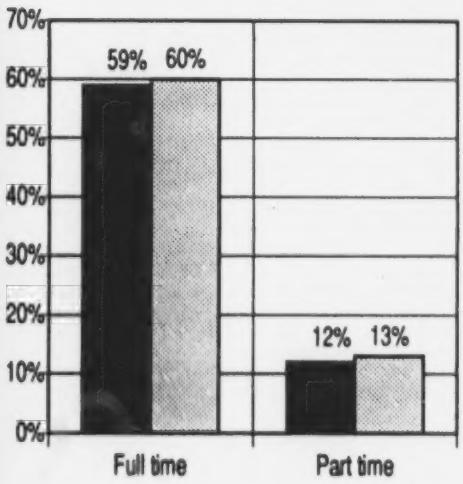
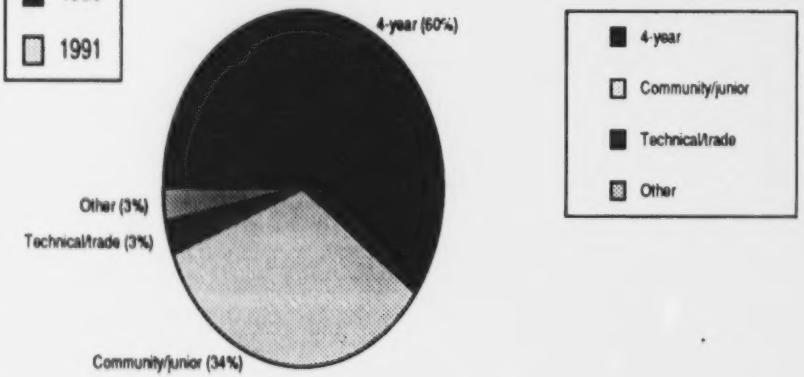


FIGURE 12
WHAT KINDS OF SCHOOLS AISD GRADUATES ARE ATTENDING



Of those '91 graduates in school full or part time, 60% reported attending a four-year college or university; 30% were attending a community or junior college with the intent to transfer to a four-year institution, and 4% reported attending a community or junior college in pursuit of an associate's degree or certificate; 6% reported attending some other type of school (see Figure 12).

Academic Preparation

Of those 1991 graduates attending school full or part time, the majority reported their high school English and mathematics courses were the most or the second most useful in preparing them for their present school experience—68% and 66%, respectively, compared to 65% and 58% in 1990 (see Figure 13).

Of those graduates attending school full or part time, 26% reported that they wish they had taken more mathematics in high school, while 12% wished they had taken more English; 16% and 13% wished they had taken (or taken more) business courses or computer science, respectively (see Figure 14).

FIGURE 13
COURSES MOST USEFUL TO 1991 GRADUATES ATTENDING POSTSECONDARY SCHOOLS

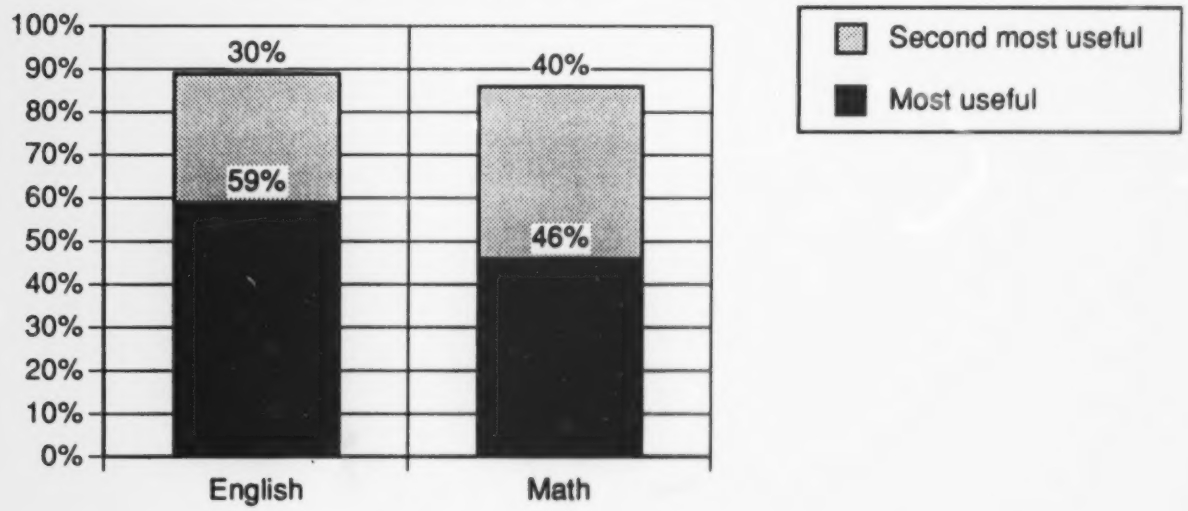
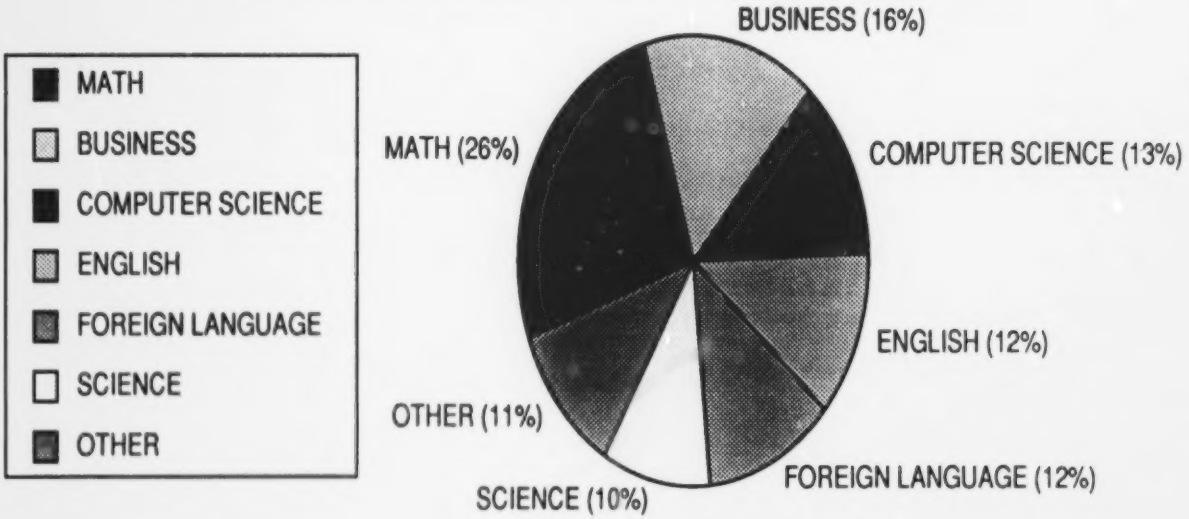


FIGURE 14
COURSES OF WHICH 1991 AISD GRADUATES ATTENDING POSTSECONDARY SCHOOLS WISH THEY HAD TAKEN MORE



When asked how they felt about their preparation in specific academic skills, in each skill over 60% of 1991 graduates indicated that they were well prepared or very well prepared *(mathematics 63%, social studies 61%, writing 65%).*

Who's Working?

Graduates in the Workplace

The Former Student Survey shows a small change in the percentage of AISD graduates who reported working full time, 24% in 1991 compared to 27% reported by 1990 graduates. There was no change in the percentage of graduates who indicated working part time, 35%. Of those 1990-91 graduates working full or part time, 22% were in sales, 19% were doing office work, 11% were in food service, and 7% were in the computer field (down from 12%). An additional 41% reported working in other fields, including health services, fine arts, general and skilled labor, and the armed forces (see Figure 15).

FIGURE 15
FIELDS IN WHICH 1991 AISD GRADUATES ARE WORKING

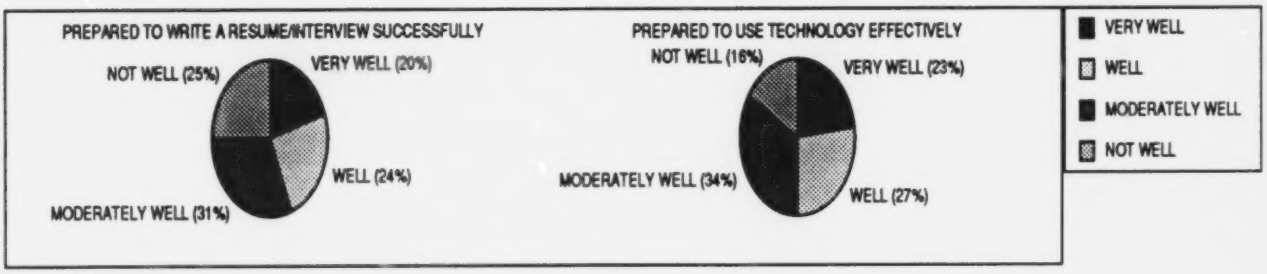
SALES	22%
OFFICE	19%
FOOD SERVICE	11%
COMPUTERS	7%
SKILLED LABOR	6%
ARMED FORCES	5%
CHILD CARE	4%
GENERAL LABOR	4%
MECHANICAL	3%
HEALTH SERVICE	2%
HOTEL/HOSPITALITY	2%
FINE ARTS	2%
OTHER	14%

A substantial portion (58%) of the 1991 graduates reporting themselves attending school full or part time also report themselves working full or part time. These graduates were more likely than other '91 AISD graduates to report that they are working in health services, hotel/hospitality, and fine arts.

Preparation for Work

Over half of the graduates surveyed (56%) indicated that were only moderately well or not well prepared for pursuing a job after leaving AISD .

FIGURE 16
1991 AISD GRADUATES SENSE OF PREPAREDNESS FOR ENTERING THE WORK FORCE



The majority of graduates surveyed (56%) indicated they were not prepared for even the rudiments of getting a job, writing a resume and interviewing for a job. Only half of 1991 graduates felt prepared to use technology (see Figure 16). *Of the 1991 graduates surveyed, 21% indicated that they were working in areas for which they had been trained in high school or for which their school experience prepared them.* Figure 17 lists the areas in which these graduates indicated they are working. Figure 18 lists the priority areas identified by the Texas Education Agency, the State Board of Education, and the Texas Employment Commission's Economic Research and Analysis Unit as employment growth areas for the 10-county region known as the capital area.

FIGURE 17
1991 GRADUATES WORKING IN AREAS FOR WHICH AISD PREPARED THEM

	NUMBER WORKING IN AN AREA FOR WHICH THEY WERE TRAINED IN AISD	NUMBER WORKING IN AN AREA RELATED TO SCHOOL EXPERIENCE	TOTAL
SALESPERSON	1		1
CHILD CARE WORKER	1		1
SKILLED LABOR		1	1
HEALTH SERVICE WORKER		1	1
ARMED FORCES		1	1
PHOTOGRAPHY		1	1
PHOTO LAB TECHNICIAN		1	1
TELLER		1	1
LAB RESEARCH ASSISTANT		1	1
COMPUTER-RELATED WORKER	2	4	6
OFFICE WORKER	6	11	17
TOTAL	10	22	32

NOTE: Some students are working in more than one area.

FIGURE 18
PRIORITY AREAS FOR EMPLOYMENT TRAINING IN THE CAPITAL AREA

1992 State of Texas Priority Occupations	
Clerical/Administrative Support	Management-Related Occupations
Computer Programmers/Aides	Mechanics/Installers/ Repair-Related Occupations
Construction-Related Occupations	Personnel Specialists
Drafters	Protective Services-Related Occupations
Electronic/Engineering Technician	Sales-Related Occupations
First Line Supervisors	Social Workers
Gardeners/ Groundskeepers	System Analysts/Electronic Data Processing
Health Care-Related Occupations	Teachers
Machinists	Transportation Related Occupations
Welders/Cutters	

Source: *The Texas Innovation Network.*

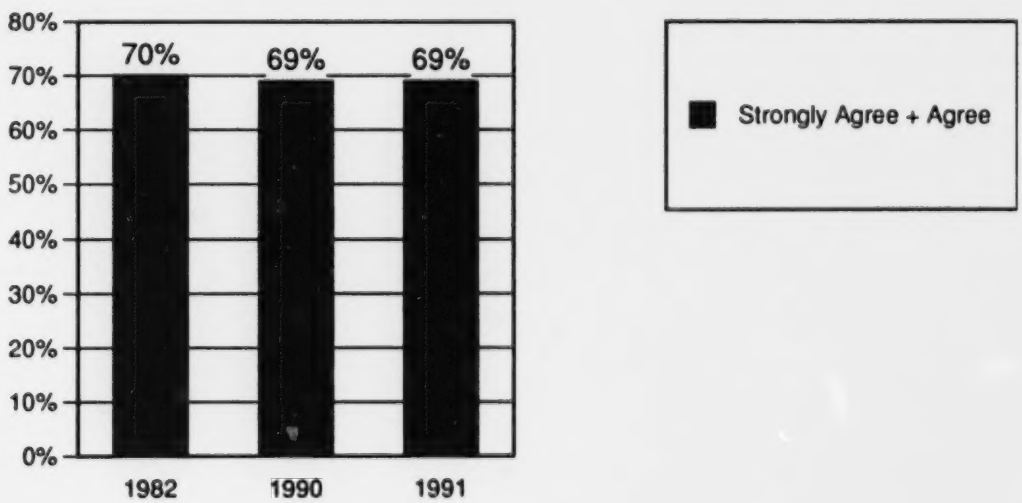
What Do Former Students Say About Their Overall Preparation?

When asked what they thought about their overall preparation in specific academic skills, over 60% of 1991 graduates indicated that they were well prepared or very well prepared (math 63%, social studies 61%, writing 65%).

Over half of students (56%) indicated that they were only moderately well, or not well prepared to pursue a job after leaving AISD; and 21% of the graduates surveyed indicated that the areas in which they were working were areas for which they had been trained in high school or for which their school experience prepared them.

Most 1991 AISD graduates surveyed (69%) agreed or strongly agreed that, overall, they have been able to perform successfully at their next endeavor. As Figure 19 shows, these responses are very consistent with the responses of 1990 and 1983 graduates.

FIGURE 19
"AFTER EXITING AISD, I HAVE BEEN ABLE TO PERFORM SUCCESSFULLY AT MY NEXT ENDEAVOR."



ORE Coordinated Survey

The ORE Coordinated Survey was developed in 1992-93 to gather evaluation information about special programs in the District. This single data collection was designed to replace the multiple, separate data collections conducted by evaluation staff in previous years. Coordination ensured that no teacher received more than one program's survey from ORE; although, because of their small numbers, some other campus professionals and administrators received as many as three surveys.

The Coordinated Survey was used by ORE staff to gather information on several AISD programs, including Chapter 2 Formula, Drug-Free Schools, Systemwide Testing, and School Based Improvement (see Figure 20). The 1992-93 administration of the survey included 3,020 teachers; 304 surveys were sent to other campus professionals, and 239 were sent to administrators. There was a 78% return rate overall.

FIGURE 20
1992-93 ORE COORDINATED SURVEY RETURN RATE

Project	Number of Surveys Sent	Return Rate
A+ Technology Demonstration Schools	159	85%
Chapter 1/Chapter 1 Migrant	10	100%
Chapter 2 Formula	1100	89%
Drug-Free Schools	650	78%
School Based Improvement	362	77%
School Climate	450	77%
Systemwide Testing	571	77%
Title II	261	70%
TOTAL	3,563	78%

The evaluation reports listed below contain results from the ORE Coordinated Survey:

ORE Reports	ORE Publication No.
A+ Elementary Technology Demonstration Schools: The Third Year 1992-93	92.31
Annual Report on Student Achievement 1992-93	92.30
Chapter 1/Chapter 1 Migrant: 1992-93 Evaluation Findings	92.03
Chapter 2 Formula: 1992-93 Evaluation Findings	92.09
Improving Mathematics and Science Teaching: 1992-93 ESEA Title II Final Report	92.28
Piecing Together an Integrated Approach to Drug-Free Schools: 1992-93 Evaluation Report	92.36
School Climate Correlates with Student Persistence to Stay in School	92.22
School Based Improvement: Changes in AISD 1992-93	92.32

School-Based Surveys Support

In 1992-93, ORE developed a system by which schools and District programs can conduct independent survey research and still take advantage of ORE's design and analytical expertise. The system is called school-based surveys support. Schools and programs using school-based surveys support could receive assistance in writing their survey items and advice on how their surveys should be administered. ORE would have the survey documents processed and analyze the data. Groups using school-based surveys support must purchase appropriate scannable answer documents specified by ORE. To date, five different schools/programs have used school-based surveys support, and approximately 2,991 surveys have been processed and analyzed (see Figure 21).

FIGURE 21
SCHOOL-BASED SURVEYS SUPPORT, 1992-93

School-Based Surveys Support Users	Population Surveyed	Number of Surveys Processed
Bowie High School	Student Survey	1,987
Pearce Middle School	Parent Survey	47
Davis Elementary School	Parent Survey	257
Sunshine Camp	Student Survey	300 (estimated)
District Curriculum Coordinator	Teacher/Administrator Survey	281
TOTAL		2,872

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APPENDIX A

SCANS REPORT CHARTS: COMPETENCIES and THREE-PART FOUNDATION

Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* - Assess skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team* - Contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* - Works to satisfy customers' expectations
D. *Exercises Leadership* - Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* - Works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* - Works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems* - Knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* - Suggests modifications to existing systems and develop new or alternative systems to performance

Technology: Works with a variety of technologies

A. *Selects Technology* - Chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

Source: *What Work Requires of Schools: A SCANS Report for America 2000*

APPENDIX A

SCANS REPORT CHARTS: COMPETENCIES and THREE-PART FOUNDATION

Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

A. *Reading* - Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* - Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* - Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* - Organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* - Generates new ideas
B. *Decision Making* - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* - Recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* - Organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* - Uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* - Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* - Exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* - Believes in own self-worth and maintains a positive view of self
C. *Sociability* - Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. *Self-Management* - Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. *Integrity/Honesty* - Chooses ethical courses of action

Source: *What Work Requires of Schools: A SCANS Report for America 2000*

APPENDIX B
Methodology of the Surveys

School Climate Survey

The 1993 School Climate Survey was administered February 5-19, 1993. The surveys were mailed to campuses on February 4, 1993. The principals designated a person at their campuses, such as a counselor or another professional, who was responsible for administering and returning the survey to ORE. The School Climate Survey was administered in a faculty meeting.

The survey consists of 24 items to campus professionals related to school effectiveness/school climate. The administrators' forms consisted of 20 items. All professionals received these items in order to create a summary for each school. The responses of administrators are summarized throughout the District rather than by campus because of their small number.

Survey items were drawn from current research on characteristics of effective schools and from employee relations issues. School code was the only identification information on the survey forms (an "EEE" or an "SSS" was used to distinguish between elementary and secondary administrators).

ORE Coordinated Survey

The ORE Coordinated Survey was conducted March 9-April 2, 1993. The survey was developed to gather evaluation information about special programs in the District. The Coordinated Survey was a single data collection designed to replace the multiple, separate data collections by evaluation staff conducted in the past. Each program produced a distinct survey form, or forms, so that each respondent received the same form as others within that topic. All survey forms were mailed directly to each administrator or campus professionals. Reminders were sent out on March 29, 1993, and duplicate surveys were sent as requested.

Coordination ensured that no teacher received more than one program's survey; although, because of their small number, some other professionals and administrators received two or three surveys. Altogher, 3,020 teachers were surveyed, 173 other professionals were surveyed (of whom 83 received two surveys, and 48 received three surveys), and 99 administrators were surveyed (of whom 13 received two surveys, and 62 received three surveys). There was a 78% return rate overall for the Coordinated Survey.

Former Student Survey

On October 7, 1992, surveys were mailed to 532 randomly selected AISD 1991-92 graduates. The survey oversampled graduates with grade point averages of 2.5 or less due to an expectation of receiving a lower return rate for that population than for higher achieving graduates. The survey consisted of a two-sided questionnaire which included items in three categories: what graduates are doing now, high school courses graduates found most useful, and how prepared graduates felt for their present activities. The items were revised from the Former Student Survey of 1982 graduates.

Graduates were asked to complete this survey and return it in the stamped, self-addressed envelope provided by December 9, 1992. In February 1993, the 191 completed surveys were data-entered. The graduates' responses were analyzed and reported in *Feedback: Whatever Happened To The Class of '91?* (ORE Pub. No. 92.37).

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL ELEMENTARY SCHOOLS	88-89	%	68	30	2	0	97	3
		89-90	%	67	29	3	1	97	3
		90-91	%	63	33	3	1	96	4
		91-92	%	67	30	3	1	97	3
		92-93	%	60	35	4	1	95	5
		CHANGE FROM:							
		88-89	%	-8	5	2	1	-2	2
		89-90	%	-7	6	1	0	-2	2
		90-91	%	-3	2	1	0	-1	1
		91-92	%	-7	5	1	0	-2	2
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY.	ALL ELEMENTARY SCHOOLS	88-89	%	52	43	5	0	95	5
		89-90	%	53	41	5	1	94	6
		90-91	%	48	45	7	1	93	7
		91-92	%	49	43	7	1	93	7
		92-93	%	45	46	8	1	91	9
		CHANGE FROM:							
		88-89	%	-7	3	3	1	-4	4
		89-90	%	-8	5	3	0	-3	3
		90-91	%	-3	1	1	0	-2	2
		91-92	%	-4	3	1	0	-2	2
3 OUR SCHOOL HAS A SAFE CLIMATE.	ALL ELEMENTARY SCHOOLS	88-89	%	54	39	6	2	92	8
		89-90	%	53	37	7	3	90	10
		90-91	%	53	38	7	2	91	9
		91-92	%	51	40	7	2	91	9
		92-93	%	40	47	10	3	87	13
		CHANGE FROM:							
		88-89	%	-14	8	4	1	-5	5
		89-90	%	-13	10	3	0	-3	3
		90-91	%	-13	9	3	1	-4	4
		91-92	%	-11	7	3	1	-4	4
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL ELEMENTARY SCHOOLS	88-89	%	48	43	7	2	91	9
		89-90	%	51	40	7	2	91	9
		90-91	%	48	43	7	2	91	9
		91-92	%	47	43	8	2	89	11
		92-93	%	38	49	11	2	86	14
		CHANGE FROM:							
		88-89	%	-10	6	4	0	-5	5
		89-90	%	-13	9	4	0	-5	5
		90-91	%	-10	6	4	0	-5	5
		91-92	%	-9	6	3	0	-3	3
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL ELEMENTARY SCHOOLS	88-89	%	47	44	8	1	91	9
		89-90	%	53	39	7	1	92	8
		90-91	%	48	42	8	1	90	10
		91-92	%	50	40	8	1	91	9
		92-93	%	40	44	13	3	84	16
		CHANGE FROM:							
		88-89	%	-7	0	5	2	-7	7
		89-90	%	-13	5	6	2	-8	8
		90-91	%	-8	2	5	2	-6	6
		91-92	%	-10	4	5	2	-7	7
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL ELEMENTARY SCHOOLS	88-89	%	49	42	8	1	91	9
		89-90	%	49	42	7	2	91	9
		90-91	%	46	45	7	2	91	9
		91-92	%	47	41	9	2	89	11
		92-93	%	41	45	11	3	86	14
		CHANGE FROM:							
		88-89	%	-8	3	3	2	-5	5
		89-90	%	-8	3	4	1	-5	5
		90-91	%	-5	0	4	1	-5	5
		91-92	%	-6	4	2	1	-3	3

BEST COPY AVAILABLE

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING	ALL ELEMENTARY SCHOOLS	88-89	%	59	39	2	0	97	3
		89-90	%	58	38	3	1	96	4
		90-91	%	54	42	3	1	96	4
		91-92	%	55	41	3	0	97	3
		92-93	%	48	47	5	1	95	5
		CHANGE FROM:							
		88-89	%	-11	8	3	1	-2	2
		89-90	%	-10	9	2	0	-1	1
		90-91	%	-6	5	2	0	-1	1
		91-92	%	-7	6	2	1	-2	2
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY	ALL ELEMENTARY SCHOOLS	88-89	%	51	44	4	1	96	4
		89-90	%	54	42	3	1	96	4
		90-91	%	49	47	4	0	96	4
		91-92	%	47	46	6	1	94	6
		92-93	%	39	52	7	1	92	8
		CHANGE FROM:							
		88-89	%	-12	8	3	0	-4	4
		89-90	%	-15	10	4	0	-4	4
		90-91	%	-10	5	3	1	-4	4
		91-92	%	-8	6	1	0	-2	2
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY	ALL ELEMENTARY SCHOOLS	88-89	%	47	47	6	1	93	7
		89-90	%	46	47	6	1	93	7
		90-91	%	44	48	7	1	92	8
		91-92	%	43	49	7	1	92	8
		92-93	%	37	52	10	2	89	11
		CHANGE FROM:							
		88-89	%	-10	5	4	1	-4	4
		89-90	%	-9	5	4	1	-4	4
		90-91	%	-7	4	3	1	-3	3
		91-92	%	-6	3	3	1	-3	3
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE	ALL ELEMENTARY SCHOOLS	88-89	%	36	43	16	5	79	21
		89-90	%	38	41	15	6	79	21
		90-91	%	35	46	15	5	81	19
		91-92	%	34	44	17	5	78	22
		92-93	%	31	43	18	8	74	26
		CHANGE FROM:							
		88-89	%	-5	0	2	3	-5	5
		89-90	%	-7	2	3	2	-5	5
		90-91	%	-4	-3	3	3	-7	7
		91-92	%	-3	-1	1	3	-4	4
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL	ALL ELEMENTARY SCHOOLS	88-89	%	36	47	14	3	83	17
		89-90	%	38	43	14	4	82	18
		90-91	%	36	48	12	3	85	15
		91-92	%	38	45	13	4	83	17
		92-93	%	33	46	16	6	79	21
		CHANGE FROM:							
		88-89	%	-3	-1	2	3	-4	4
		89-90	%	-5	3	2	2	-3	3
		90-91	%	-3	-2	4	3	-6	6
		91-92	%	-5	1	3	2	-4	4
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL	ALL ELEMENTARY SCHOOLS	88-89	%	31	51	14	4	82	18
		89-90	%	33	49	13	5	82	18
		90-91	%	32	52	13	4	83	17
		91-92	%	31	51	13	4	82	18
		92-93	%	22	52	21	5	74	26
		CHANGE FROM:							
		88-89	%	-9	1	7	1	-8	8
		89-90	%	-11	3	8	0	-8	8
		90-91	%	-10	0	8	1	-9	9
		91-92	%	-9	1	8	1	-8	8

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
13 ADEQUATE RESOURCES (E G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL ELEMENTARY SCHOOLS	88-89	%	42	44	11	4	85	15
		89-90	%	42	41	13	4	83	17
		90-91	%	40	42	14	4	82	18
		91-92	%	37	43	16	4	80	20
		92-93	%	33	45	16	5	79	21
		CHANGE FROM:							
		88-89	%	-9	1	5	1	-6	6
		89-90	%	-9	4	3	1	-4	4
		90-91	%	-7	3	2	1	-3	3
		91-92	%	-4	2	0	1	-1	1
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL ELEMENTARY SCHOOLS	88-89	%	53	43	4	1	96	4
		89-90	%	52	43	4	1	95	5
		90-91	%	50	45	3	1	96	4
		91-92	%	49	46	4	1	95	5
		92-93	%	41	51	7	1	92	8
		CHANGE FROM:							
		88-89	%	-12	8	3	0	-4	4
		89-90	%	-11	8	3	0	-3	3
		90-91	%	-9	6	4	0	-4	4
		91-92	%	-8	5	3	0	-3	3
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL ELEMENTARY SCHOOLS	88-89	%	54	35	8	4	89	11
		89-90	%	56	34	7	4	89	11
		90-91	%	52	38	7	3	90	10
		91-92	%	53	37	8	3	89	11
		92-93	%	49	37	9	4	86	14
		CHANGE FROM:							
		88-89	%	-5	2	1	0	-3	3
		89-90	%	-7	3	2	0	-3	3
		90-91	%	-3	-1	2	1	-4	4
		91-92	%	-4	0	1	1	-3	3
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL ELEMENTARY SCHOOLS	88-89	%	48	39	9	4	87	13
		89-90	%	49	38	9	5	86	14
		90-91	%	48	40	10	3	88	12
		91-92	%	46	41	10	3	86	14
		92-93	%	43	41	11	5	84	16
		CHANGE FROM:							
		88-89	%	-5	2	2	1	-3	3
		89-90	%	-6	3	2	0	-2	2
		90-91	%	-5	1	1	2	-4	4
		91-92	%	-3	0	1	2	-2	2
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL ELEMENTARY SCHOOLS	88-89	%	44	46	8	1	91	9
		89-90	%	47	44	7	2	91	9
		90-91	%	44	47	7	2	91	9
		91-92	%	43	47	8	2	90	10
		92-93	%	44	46	9	2	90	10
		CHANGE FROM:							
		88-89	%	0	0	1	1	-1	1
		89-90	%	-3	2	2	0	-1	1
		90-91	%	0	-1	2	0	-1	1
		91-92	%	1	-1	1	0	0	0
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL ELEMENTARY SCHOOLS	88-89	%	38	44	13	5	82	18
		89-90	%	42	44	11	4	85	15
		90-91	%	40	47	10	3	87	13
		91-92	%	41	45	10	3	86	14
		92-93	%	41	47	9	4	88	12
		CHANGE FROM:							
		88-89	%	3	3	-4	-1	1	-2
		89-90	%	-1	3	-2	0	3	-3
		90-91	%	1	0	-1	1	2	-1
		91-92	%	0	2	-1	1	2	-2

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE	ALL ELEMENTARY SCHOOLS	88-89	%	36	49	11	4	85	15
		89-90	%	40	46	11	3	86	14
		90-91	%	38	48	11	2	87	13
		91-92	%	38	48	11	3	86	14
		92-93	%	36	47	13	4	83	17
		CHANGE FROM:							
		88-89	%	0	-2	2	0	-2	2
		89-90	%	-4	1	2	1	-3	3
		90-91	%	-2	-1	2	2	-4	4
		91-92	%	-2	-1	2	1	-3	3
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION	ALL ELEMENTARY SCHOOLS	88-89	%	36	51	11	3	87	13
		89-90	%	39	50	9	3	89	11
		90-91	%	36	53	10	1	88	12
		91-92	%	37	50	11	2	87	13
		92-93	%	31	52	13	3	83	17
		CHANGE FROM:							
		88-89	%	-5	1	2	0	-4	4
		89-90	%	-8	2	4	0	-6	6
		90-91	%	-5	-1	3	2	-5	5
		91-92	%	-6	2	2	1	-4	4
21 THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL	ALL ELEMENTARY SCHOOLS	88-89	%	34	47	14	5	81	19
		89-90	%	37	45	14	4	82	18
		90-91	%	33	50	13	3	83	17
		91-92	%	33	48	15	4	81	19
		92-93	%	29	48	17	6	77	23
		CHANGE FROM:							
		88-89	%	-5	1	3	1	-4	4
		89-90	%	-8	3	3	2	-5	5
		90-91	%	-4	-2	4	3	-6	6
		91-92	%	-4	0	2	2	-4	4
22 STAFF ACHIEVEMENTS ARE RECOGNIZED	ALL ELEMENTARY SCHOOLS	88-89	%	40	44	12	4	84	16
		89-90	%	43	43	9	4	87	13
		90-91	%	40	46	12	3	85	15
		91-92	%	37	46	14	3	83	17
		92-93	%	33	47	14	5	81	19
		CHANGE FROM:							
		88-89	%	-7	3	2	1	-3	3
		89-90	%	-10	4	5	1	-6	6
		90-91	%	-7	1	2	2	-4	4
		91-92	%	-4	1	0	2	-2	2
23 AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL	ALL ELEMENTARY SCHOOLS	88-89	%	24	48	21	7	72	28
		89-90	%	27	49	19	6	76	24
		90-91	%	26	51	18	5	77	23
		91-92	%	24	51	19	6	75	25
		92-93	%	23	51	21	6	73	27
		CHANGE FROM:							
		88-89	%	-1	3	0	-1	1	-1
		89-90	%	-4	2	2	0	-3	3
		90-91	%	-3	0	3	1	-4	4
		91-92	%	-1	0	2	0	-2	2
24 THE MORALE OF THIS STAFF IS GENERALLY HIGH	ALL ELEMENTARY SCHOOLS	88-89	%	30	44	19	8	73	27
		89-90	%	32	43	18	7	75	25
		90-91	%	31	47	16	5	78	22
		91-92	%	28	46	18	8	74	26
		92-93	%	26	44	21	10	70	30
		CHANGE FROM:							
		88-89	%	-4	0	2	2	-3	3
		89-90	%	-6	1	3	3	-5	5
		90-91	%	-5	-3	5	5	-8	8
		91-92	%	-2	-2	3	2	-4	4

AUSTIN INDEPENDENT SCHOOL DISTRICT

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OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL MIDDLE SCHOOLS	88-89	%	53	42	5	1	95	5
		89-90	%	57	34	7	2	92	8
		90-91	%	54	40	5	1	94	6
		91-92	%	53	39	7	1	92	8
		92-93	%	41	49	8	2	90	10
		CHANGE FROM:							
		88-89	%	-12	7	3	1	-5	5
		89-90	%	-16	15	1	0	-2	2
		90-91	%	-13	9	3	1	-4	4
		91-92	%	-12	10	1	1	-2	2
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY.	ALL MIDDLE SCHOOLS	88-89	%	30	56	12	1	86	14
		89-90	%	35	51	13	2	86	14
		90-91	%	28	57	14	1	85	15
		91-92	%	32	52	14	3	84	16
		92-93	%	24	56	18	2	80	20
		CHANGE FROM:							
		88-89	%	-6	0	6	1	-6	6
		89-90	%	-11	5	5	0	-6	6
		90-91	%	-4	-1	4	1	-5	5
		91-92	%	-8	4	4	-1	-4	4
3 OUR SCHOOL HAS A SAFE CLIMATE.	ALL MIDDLE SCHOOLS	88-89	%	32	53	13	2	85	15
		89-90	%	36	49	12	4	84	16
		90-91	%	31	53	14	3	84	16
		91-92	%	27	49	19	5	76	24
		92-93	%	17	46	24	13	63	37
		CHANGE FROM:							
		88-89	%	-15	-7	11	11	-22	22
		89-90	%	-19	-3	12	9	-21	21
		90-91	%	-14	-7	10	10	-21	21
		91-92	%	-10	-3	5	8	-13	13
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL MIDDLE SCHOOLS	88-89	%	33	49	15	3	82	18
		89-90	%	35	45	15	5	80	20
		90-91	%	30	49	17	4	79	21
		91-92	%	21	54	18	7	75	25
		92-93	%	16	46	27	10	63	37
		CHANGE FROM:							
		88-89	%	-17	-3	12	7	-19	19
		89-90	%	-19	1	12	5	-17	17
		90-91	%	-14	-3	10	6	-16	16
		91-92	%	-5	-8	9	3	-12	12
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL MIDDLE SCHOOLS	88-89	%	33	51	14	2	84	17
		89-90	%	35	51	12	3	85	15
		90-91	%	30	55	13	2	85	15
		91-92	%	29	52	16	3	81	19
		92-93	%	19	51	24	6	70	30
		CHANGE FROM:							
		88-89	%	-14	0	10	4	-14	13
		89-90	%	-16	0	12	3	-15	15
		90-91	%	-11	-4	11	4	-15	15
		91-92	%	-10	-1	8	3	-11	11
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL MIDDLE SCHOOLS	88-89	%	35	52	11	2	87	13
		89-90	%	39	48	11	2	86	14
		90-91	%	37	51	10	2	88	12
		91-92	%	35	50	13	2	85	15
		92-93	%	24	56	17	3	80	20
		CHANGE FROM:							
		88-89	%	-11	4	6	1	-7	7
		89-90	%	-15	8	6	1	-6	6
		90-91	%	-13	5	7	1	-8	8
		91-92	%	-11	6	4	1	-5	5

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ALL MIDDLE SCHOOLS	88-89	%	29	58	12	2	87	13
		89-90	%	28	58	10	3	86	14
		90-91	%	24	60	13	2	85	15
		91-92	%	29	58	10	3	87	13
		92-93	%	17	60	18	6	76	24
		CHANGE FROM:							
		88-89	%	-12	2	6	4	-11	11
		89-90	%	-11	2	8	3	-10	10
		90-91	%	-7	0	5	4	-9	9
		91-92	%	-12	2	8	3	-11	11
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ALL MIDDLE SCHOOLS	88-89	%	34	57	8	1	91	9
		89-90	%	36	55	8	1	92	8
		90-91	%	35	56	8	1	90	10
		91-92	%	31	56	10	3	87	13
		92-93	%	22	61	15	2	83	17
		CHANGE FROM:							
		88-89	%	-12	4	7	1	-8	8
		89-90	%	-14	6	7	1	-9	9
		90-91	%	-13	5	7	1	-7	7
		91-92	%	-9	5	5	-1	-4	4
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ALL MIDDLE SCHOOLS	88-89	%	34	54	10	2	88	12
		89-90	%	35	55	8	2	90	10
		90-91	%	30	59	9	2	89	11
		91-92	%	29	57	12	2	86	14
		92-93	%	16	62	18	3	79	21
		CHANGE FROM:							
		88-89	%	-18	8	8	1	-9	9
		89-90	%	-19	7	10	1	-11	11
		90-91	%	-14	3	9	1	-10	10
		91-92	%	-13	5	6	1	-7	7
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ALL MIDDLE SCHOOLS	88-89	%	33	45	17	6	77	23
		89-90	%	32	46	16	6	78	22
		90-91	%	29	46	19	7	74	26
		91-92	%	23	42	22	13	65	35
		92-93	%	17	44	27	12	61	39
		CHANGE FROM:							
		88-89	%	-16	-1	10	6	-16	16
		89-90	%	-15	-2	11	6	-17	17
		90-91	%	-12	-2	8	5	-13	13
		91-92	%	-6	2	5	-1	-4	4
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ALL MIDDLE SCHOOLS	88-89	%	25	54	17	4	79	21
		89-90	%	27	53	15	5	79	21
		90-91	%	30	52	14	4	82	18
		91-92	%	26	50	18	7	76	24
		92-93	%	17	52	23	8	69	31
		CHANGE FROM:							
		88-89	%	-8	-2	6	4	-10	10
		89-90	%	-10	-1	8	3	-10	10
		90-91	%	-13	0	9	4	-13	13
		91-92	%	-9	2	5	1	-7	7
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ALL MIDDLE SCHOOLS	88-89	%	16	54	24	7	69	31
		89-90	%	19	51	21	10	69	31
		90-91	%	15	50	26	9	65	35
		91-92	%	14	50	25	11	64	36
		92-93	%	8	42	31	19	50	50
		CHANGE FROM:							
		88-89	%	-8	-12	7	12	-19	19
		89-90	%	-11	-9	10	9	-19	19
		90-91	%	-7	-8	5	10	-15	15
		91-92	%	-6	-8	6	8	-14	14

AUSTIN INDEPENDENT SCHOOL DISTRICT

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DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
13 ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL MIDDLE SCHOOLS	88-89	%	37	45	14	4	82	18
		89-90	%	38	46	13	3	84	16
		90-91	%	37	45	14	4	82	18
		91-92	%	28	49	18	5	77	23
		92-93	%	29	50	15	6	79	21
		CHANGE FROM:							
		88-89	%	-8	5	1	2	-3	3
		89-90	%	-9	4	2	3	-5	5
		90-91	%	-8	5	1	2	-3	3
		91-92	%	1	1	-3	1	2	-2
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL MIDDLE SCHOOLS	88-89	%	33	55	10	2	88	12
		89-90	%	32	53	12	3	85	15
		90-91	%	27	59	12	2	86	14
		91-92	%	25	57	13	5	81	19
		92-93	%	14	57	22	7	72	28
		CHANGE FROM:							
		88-89	%	-19	2	12	5	-16	16
		89-90	%	-18	4	10	4	-13	13
		90-91	%	-13	-2	10	5	-14	14
		91-92	%	-11	0	9	2	-9	9
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL MIDDLE SCHOOLS	88-89	%	46	43	7	3	90	11
		89-90	%	47	38	10	4	86	14
		90-91	%	46	41	8	4	88	12
		91-92	%	39	41	13	7	80	20
		92-93	%	35	45	13	7	80	20
		CHANGE FROM:							
		88-89	%	-11	2	6	4	-10	9
		89-90	%	-12	7	3	3	-6	6
		90-91	%	-11	4	5	3	-8	8
		91-92	%	-4	4	0	0	0	0
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL MIDDLE SCHOOLS	88-89	%	41	45	11	3	86	14
		89-90	%	40	42	13	4	82	18
		90-91	%	38	45	12	5	83	17
		91-92	%	33	46	14	7	79	21
		92-93	%	30	46	16	7	77	23
		CHANGE FROM:							
		88-89	%	-11	1	5	4	-9	9
		89-90	%	-10	4	3	3	-5	5
		90-91	%	-8	1	4	2	-6	6
		91-92	%	-3	0	2	0	-2	2
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL MIDDLE SCHOOLS	88-89	%	30	53	14	3	83	17
		89-90	%	35	50	12	3	85	15
		90-91	%	34	55	9	2	89	11
		91-92	%	28	54	14	5	81	19
		92-93	%	31	54	13	2	85	15
		CHANGE FROM:							
		88-89	%	1	1	-1	-1	2	-2
		89-90	%	-4	4	1	-1	0	0
		90-91	%	-3	-1	4	0	-4	4
		91-92	%	3	0	-1	-3	4	-4
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL MIDDLE SCHOOLS	88-89	%	31	52	13	4	83	17
		89-90	%	33	50	14	4	83	17
		90-91	%	31	50	13	6	81	19
		91-92	%	26	51	15	8	77	23
		92-93	%	24	57	13	5	81	19
		CHANGE FROM:							
		88-89	%	-7	5	0	1	-2	2
		89-90	%	-9	7	-1	1	-2	2
		90-91	%	-7	7	0	-1	0	0
		91-92	%	-2	6	-2	-3	4	-4

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE	ALL MIDDLE SCHOOLS	88-89	%	31	48	15	5	79	21
		89-90	%	30	53	13	4	83	17
		90-91	%	28	53	16	3	81	19
		91-92	%	20	53	20	7	73	27
		92-93	%	19	53	22	6	72	28
		CHANGE FROM:							
		88-89	%	-12	5	7	1	-7	7
		89-90	%	-11	0	9	2	-11	11
		90-91	%	-9	0	6	3	-9	9
		91-92	%	-1	0	2	-1	-1	1
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION	ALL MIDDLE SCHOOLS	88-89	%	28	55	14	3	83	17
		89-90	%	30	56	11	3	86	14
		90-91	%	28	56	13	2	84	16
		91-92	%	22	58	15	5	80	20
		92-93	%	17	56	22	6	73	27
		CHANGE FROM:							
		88-89	%	-11	1	8	3	-10	10
		89-90	%	-13	0	11	3	-13	13
		90-91	%	-11	0	9	4	-11	11
		91-92	%	-6	-2	7	1	-7	7
21 THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL	ALL MIDDLE SCHOOLS	88-89	%	26	56	15	4	81	19
		89-90	%	27	52	15	6	79	21
		90-91	%	25	53	18	5	77	23
		91-92	%	21	47	22	9	68	32
		92-93	%	16	51	24	9	67	33
		CHANGE FROM:							
		88-89	%	-10	-5	9	5	-14	14
		89-90	%	-11	-1	9	3	-12	12
		90-91	%	-9	-2	6	4	-10	10
		91-92	%	-5	4	2	0	-1	1
22 STAFF ACHIEVEMENTS ARE RECOGNIZED	ALL MIDDLE SCHOOLS	88-89	%	43	44	11	3	86	14
		89-90	%	39	48	11	3	87	13
		90-91	%	35	50	11	5	84	16
		91-92	%	30	51	15	4	80	20
		92-93	%	25	56	15	5	81	19
		CHANGE FROM:							
		88-89	%	-18	12	4	2	-5	5
		89-90	%	-14	8	4	2	-6	6
		90-91	%	-10	6	4	0	-3	3
		91-92	%	-5	5	0	1	1	-1
23 AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL	ALL MIDDLE SCHOOLS	88-89	%	18	52	23	7	70	30
		89-90	%	18	49	24	9	67	33
		90-91	%	18	52	22	8	70	30
		91-92	%	11	44	29	16	56	44
		92-93	%	11	49	29	12	59	41
		CHANGE FROM:							
		88-89	%	-7	-3	6	5	-11	11
		89-90	%	-7	0	5	3	-8	8
		90-91	%	-7	-3	7	4	-11	11
		91-92	%	0	5	0	-4	3	-3
24 THE MORALE OF THIS STAFF IS GENERALLY HIGH	ALL MIDDLE SCHOOLS	88-89	%	22	45	24	9	67	33
		89-90	%	22	47	21	10	69	31
		90-91	%	20	45	26	8	65	35
		91-92	%	13	39	28	21	51	49
		92-93	%	9	41	32	19	49	51
		CHANGE FROM:							
		88-89	%	-13	-4	8	10	-18	18
		89-90	%	-13	-6	11	9	-20	20
		90-91	%	-11	-4	6	11	-16	16
		91-92	%	-4	2	4	-2	-2	2

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL HIGH SCHOOLS	88-89	%	51	39	8	1	90	10
		89-90	%	48	42	9	1	90	10
		90-91	%	49	41	7	2	90	10
		91-92	%	49	41	8	2	90	10
		92-93	%	41	50	8	1	91	9
		CHANGE FROM:							
		88-89	%	-10	11	0	0	1	-1
		89-90	%	-7	8	-1	0	1	-1
		90-91	%	-8	9	1	-1	1	-1
		91-92	%	-8	9	0	-1	1	-1
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY.	ALL HIGH SCHOOLS	88-89	%	23	57	18	3	79	21
		89-90	%	22	55	21	2	77	23
		90-91	%	24	54	19	4	78	22
		91-92	%	25	51	21	3	76	24
		92-93	%	22	58	19	2	80	20
		CHANGE FROM:							
		88-89	%	-1	1	1	-1	1	-1
		89-90	%	0	3	-2	0	3	-3
		90-91	%	-2	4	0	-2	2	-2
		91-92	%	-3	7	-2	-1	4	-4
3 OUR SCHOOL HAS A SAFE CLIMATE.	ALL HIGH SCHOOL"	88-89	%	28	51	17	5	79	21
		89-90	%	29	44	18	10	72	28
		90-91	%	30	52	13	5	82	18
		91-92	%	28	51	16	5	80	21
		92-93	%	22	56	17	6	77	23
		CHANGE FROM:							
		88-89	%	-6	5	0	1	-2	2
		89-90	%	-7	12	-1	-4	5	-5
		90-91	%	-8	4	4	1	-5	5
		91-92	%	-6	5	1	1	-3	2
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL HIGH SCHOOLS	88-89	%	28	51	16	5	79	21
		89-90	%	28	45	18	8	74	26
		90-91	%	29	51	16	5	79	21
		91-92	%	25	52	18	5	77	23
		92-93	%	22	53	20	6	75	25
		CHANGE FROM:							
		88-89	%	-6	2	4	1	-4	4
		89-90	%	-6	8	2	-2	1	-1
		90-91	%	-7	2	4	1	-4	4
		91-92	%	-3	1	2	1	-2	2
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL HIGH SCHOOLS	88-89	%	24	55	17	4	79	21
		89-90	%	24	52	19	5	76	24
		90-91	%	25	52	18	6	77	23
		91-92	%	25	50	21	4	75	25
		92-93	%	21	53	22	4	74	26
		CHANGE FROM:							
		88-89	%	-3	-2	5	0	-5	5
		89-90	%	-3	1	3	-1	-2	2
		90-91	%	-4	1	4	-2	-3	3
		91-92	%	-4	3	1	0	-1	1
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL HIGH SCHOOLS	88-89	%	28	56	13	2	84	16
		89-90	%	28	55	14	3	83	17
		90-91	%	27	53	17	4	79	21
		91-92	%	31	52	16	2	83	17
		92-93	%	24	57	16	3	81	19
		CHANGE FROM:							
		88-89	%	-4	1	3	1	-3	3
		89-90	%	-4	2	2	0	-2	2
		90-91	%	-3	4	-1	-1	2	-2
		91-92	%	-7	5	0	1	-2	2

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING	ALL HIGH SCHOOLS	88-89	%	21	62	13	3	84	16
		89-90	%	19	62	15	4	81	19
		90-91	%	22	64	12	2	86	14
		91-92	%	24	61	13	2	85	15
		92-93	%	15	65	18	2	80	20
		CHANGE FROM:							
		88-89	%	-6	3	5	-1	-4	4
		89-90	%	-4	3	3	-2	-1	1
		90-91	%	-7	1	6	0	-6	6
		91-92	%	-9	4	5	0	-5	5
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ALL HIGH SCHOOLS	88-89	%	23	64	11	2	87	13
		89-90	%	25	61	12	2	86	14
		90-91	%	26	60	12	2	85	15
		91-92	%	25	60	13	2	85	15
		92-93	%	20	64	15	2	84	16
		CHANGE FROM:							
		88-89	%	-3	0	4	0	-3	3
		89-90	%	-5	3	3	0	-2	2
		90-91	%	-6	4	3	0	-1	1
		91-92	%	-5	4	2	0	-1	1
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY	ALL HIGH SCHOOLS	88-89	%	28	60	11	1	88	12
		89-90	%	28	53	16	3	81	19
		90-91	%	29	55	13	3	84	16
		91-92	%	30	52	15	3	82	18
		92-93	%	24	57	17	2	81	19
		CHANGE FROM:							
		88-89	%	-4	-3	6	1	-7	7
		89-90	%	-4	4	1	-1	0	0
		90-91	%	-5	2	4	-1	-3	3
		91-92	%	-6	5	2	-1	-1	1
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE	ALL HIGH SCHOOLS	88-89	%	29	48	17	6	77	23
		89-90	%	24	52	16	7	77	23
		90-91	%	27	47	19	7	74	26
		91-92	%	28	45	18	9	73	27
		92-93	%	25	50	19	5	75	25
		CHANGE FROM:							
		88-89	%	-4	2	2	-1	-2	2
		89-90	%	1	-2	3	-2	-2	2
		90-91	%	-2	3	0	-2	1	-1
		91-92	%	-3	5	1	-4	2	-2
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ALL HIGH SCHOOLS	88-89	%	19	57	19	5	77	23
		89-90	%	20	52	22	7	72	28
		90-91	%	22	52	19	7	74	26
		91-92	%	24	49	21	6	73	27
		92-93	%	22	55	18	4	77	23
		CHANGE FROM:							
		88-89	%	3	-2	-1	-1	0	0
		89-90	%	2	3	-4	-3	5	-5
		90-91	%	0	3	-1	-3	3	-3
		91-92	%	-2	6	-3	-2	4	-4
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ALL HIGH SCHOOLS	88-89	%	20	53	20	8	73	27
		89-90	%	19	52	19	10	71	29
		90-91	%	22	56	17	5	78	22
		91-92	%	21	55	18	6	76	24
		92-93	%	16	56	22	7	71	29
		CHANGE FROM:							
		88-89	%	-4	3	2	-1	-2	2
		89-90	%	-3	4	3	-3	0	0
		90-91	%	-6	0	5	2	-7	7
		91-92	%	-5	1	4	1	-5	5

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
13 ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL HIGH SCHOOLS	88-89	%	35	51	10	3	87	13
		89-90	%	36	47	12	5	83	17
		90-91	%	32	51	12	5	83	17
		91-92	%	33	50	13	5	83	17
		92-93	%	29	56	11	4	85	15
		CHANGE FROM:							
		88-89	%	-6	5	1	1	-2	2
		89-90	%	-7	9	-1	-1	2	-2
		90-91	%	-3	5	-1	-1	2	-2
		91-92	%	-4	6	-2	-1	2	-2
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL HIGH SCHOOLS	88-89	%	26	59	13	2	85	15
		89-90	%	24	56	16	4	80	20
		90-91	%	27	59	11	2	87	14
		91-92	%	25	60	13	2	85	15
		92-93	%	20	62	15	3	82	18
		CHANGE FROM:							
		88-89	%	-6	3	2	1	-3	3
		89-90	%	-4	6	-1	-1	2	-2
		90-91	%	-7	3	4	1	-5	4
		91-92	%	-5	2	2	1	-3	3
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL HIGH SCHOOLS	88-89	%	48	43	7	3	91	9
		89-90	%	46	41	7	6	87	13
		90-91	%	42	43	9	6	86	14
		91-92	%	43	43	10	5	85	15
		92-93	%	47	42	8	3	89	11
		CHANGE FROM:							
		88-89	%	-1	-1	1	0	-2	2
		89-90	%	1	1	1	-3	2	-2
		90-91	%	5	-1	-1	-3	3	-3
		91-92	%	4	-1	-2	-2	4	-4
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL HIGH SCHOOLS	88-89	%	36	50	10	4	86	14
		89-90	%	35	49	11	5	84	16
		90-91	%	39	46	10	5	85	15
		91-92	%	34	50	13	4	83	17
		92-93	%	34	49	13	4	83	17
		CHANGE FROM:							
		88-89	%	-2	-1	3	0	-3	3
		89-90	%	-1	0	2	-1	-1	1
		90-91	%	-5	3	3	-1	-2	2
		91-92	%	0	-1	0	0	0	0
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL HIGH SCHOOLS	88-89	%	25	57	15	4	81	19
		89-90	%	28	53	15	5	81	19
		90-91	%	28	55	14	4	82	18
		91-92	%	27	55	15	4	81	19
		92-93	%	25	56	15	4	81	19
		CHANGE FROM:							
		88-89	%	0	-1	0	0	0	0
		89-90	%	-3	3	0	-1	0	0
		90-91	%	-3	1	1	0	-1	1
		91-92	%	-2	1	0	0	0	0
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL HIGH SCHOOLS	88-89	%	21	53	18	8	75	25
		89-90	%	23	51	19	7	74	26
		90-91	%	24	54	16	6	78	22
		91-92	%	25	55	14	6	80	20
		92-93	%	25	55	15	5	80	20
		CHANGE FROM:							
		88-89	%	4	2	-3	-3	5	-5
		89-90	%	2	4	-4	-2	6	-6
		90-91	%	1	1	-1	-1	2	-2
		91-92	%	0	0	1	-1	0	0

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE	ALL HIGH SCHOOLS	88-89	%	25	54	16	5	79	21
		89-90	%	23	47	22	7	71	29
		90-91	%	24	50	19	7	73	27
		91-92	%	21	52	20	8	73	27
		92-93	%	24	56	16	4	80	20
		CHANGE FROM							
		88-89	%	-1	2	0	-1	1	-1
		89-90	%	1	9	-6	-3	9	-9
		90-91	%	0	6	-3	-3	7	-7
		91-92	%	3	4	-4	-4	7	-7
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION	ALL HIGH SCHOOLS	88-89	%	22	62	13	3	84	16
		89-90	%	22	61	12	5	83	17
		90-91	%	22	61	13	4	83	17
		91-92	%	19	60	16	5	79	21
		92-93	%	21	61	15	2	83	17
		CHANGE FROM							
		88-89	%	-1	-1	2	-1	-1	1
		89-90	%	-1	0	3	-3	0	0
		90-91	%	-1	0	2	-2	0	0
		91-92	%	2	1	-1	-3	4	-4
21 THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL	ALL HIGH SCHOOLS	88-89	%	21	59	17	3	80	20
		89-90	%	19	58	16	7	77	23
		90-91	%	23	57	15	5	80	20
		91-92	%	23	54	18	4	77	23
		92-93	%	20	57	21	2	77	23
		CHANGE FROM							
		88-89	%	-1	-2	4	-1	-3	3
		89-90	%	1	-1	5	-5	0	0
		90-91	%	-3	0	6	-3	-3	3
		91-92	%	-3	3	3	-2	0	0
22 STAFF ACHIEVEMENTS ARE RECOGNIZED	ALL HIGH SCHOOLS	88-89	%	34	53	11	2	87	13
		89-90	%	33	52	11	4	85	15
		90-91	%	30	53	13	5	83	17
		91-92	%	32	52	13	4	83	17
		92-93	%	27	54	15	4	81	19
		CHANGE FROM							
		88-89	%	-7	1	4	2	-6	6
		89-90	%	-6	2	4	0	-4	4
		90-91	%	-3	1	2	-1	-2	2
		91-92	%	-5	2	2	0	-2	2
23 AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL	ALL HIGH SCHOOLS	88-89	%	12	50	28	11	62	38
		89-90	%	11	46	31	12	57	43
		90-91	%	13	50	27	11	62	38
		91-92	%	13	48	28	10	61	39
		92-93	%	12	51	28	9	63	37
		CHANGE FROM							
		88-89	%	0	1	0	-2	1	-1
		89-90	%	1	5	-3	-3	6	-6
		90-91	%	-1	1	1	-2	1	-1
		91-92	%	-1	3	0	-1	2	-2
24 THE MORALE OF THIS STAFF IS GENERALLY HIGH	ALL HIGH SCHOOLS	88-89	%	17	51	24	8	68	32
		89-90	%	19	47	25	9	66	34
		90-91	%	20	50	22	8	70	30
		91-92	%	17	41	30	12	57	43
		92-93	%	15	46	30	9	61	39
		CHANGE FROM							
		88-89	%	-2	-5	6	1	-7	7
		89-90	%	-4	-1	5	0	-5	5
		90-91	%	-5	-4	8	1	-9	9
		91-92	%	-2	5	0	-3	4	-4

DISTRICTWIDE SURVEY OF ADMINISTRATORS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ELEMENTARY	88-89	%	69	30	2	0	98	2
		89-90	%	67	28	4	1	95	5
		90-91	%	62	36	2	0	98	2
		91-92	%	61	35	4	0	96	4
		92-93	%	56	42	2	0	98	2
		CHANGE FROM:							
		88-89	%	-13	12	0	0	0	0
		89-90	%	-11	14	-2	-1	3	-3
		90-91	%	-6	6	0	0	0	0
		91-92	%	-5	7	-2	0	2	-2
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY.	ELEMENTARY	88-89	%	50	45	5	0	95	5
		89-90	%	49	46	4	0	96	4
		90-91	%	45	48	5	1	94	6
		91-92	%	41	53	6	0	94	6
		92-93	%	43	54	3	0	97	3
		CHANGE FROM:							
		88-89	%	-7	9	-2	0	2	-2
		89-90	%	-6	8	-1	0	1	-1
		90-91	%	-2	6	-2	-1	3	-3
		91-92	%	2	1	-3	0	3	-3
3 OUR SCHOOL HAS A SAFE CLIMATE.	ELEMENTARY	88-89	%	67	28	5	0	95	5
		89-90	%	66	29	5	0	95	5
		90-91	%	66	33	0	1	99	1
		91-92	%	70	28	2	0	98	2
		92-93	%	71	28	1	0	99	1
		CHANGE FROM:							
		88-89	%	4	0	-4	0	4	-4
		89-90	%	5	-1	-4	0	4	-4
		90-91	%	5	-5	1	-1	0	0
		91-92	%	1	0	-1	0	1	-1
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ELEMENTARY	88-89	%	61	35	4	0	96	4
		89-90	%	61	34	5	0	95	5
		90-91	%	66	31	3	0	97	3
		91-92	%	68	26	5	1	94	6
		92-93	%	61	37	2	0	98	2
		CHANGE FROM							
		88-89	%	0	2	-2	0	2	-2
		89-90	%	0	3	-3	0	3	-3
		90-91	%	-5	6	-1	0	1	-1
		91-92	%	-7	11	-3	-1	4	-4
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS	ELEMENTARY	88-89	%	52	41	5	2	93	7
		89-90	%	57	36	5	2	93	7
		90-91	%	56	37	7	0	93	7
		91-92	%	55	39	6	0	94	6
		92-93	%	48	44	9	0	91	9
		CHANGE FROM							
		88-89	%	-4	3	4	-2	-2	2
		89-90	%	-9	8	4	-2	-2	2
		90-91	%	-8	7	2	0	-2	2
		91-92	%	-7	5	3	0	-3	3
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION	ELEMENTARY	88-89	%	53	42	5	1	94	6
		89-90	%	55	40	3	2	95	5
		90-91	%	56	39	5	0	95	5
		91-92	%	61	33	6	0	94	6
		92-93	%	53	41	6	0	94	6
		CHANGE FROM							
		88-89	%	0	-1	1	-1	0	0
		89-90	%	-2	1	3	-2	-1	1
		90-91	%	-3	2	1	0	-1	1
		91-92	%	-8	8	0	0	0	0

BEST COPY AVAILABLE

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING	ELEMENTARY	88-89	%	64	34	2	0	98	2
		89-90	%	66	30	2	2	96	4
		90-91	%	55	43	2	0	98	2
		91-92	%	60	37	3	0	97	3
		92-93	%	52	46	2	0	98	2
		CHANGE FROM:							
		88-89	%	-12	12	0	0	0	0
		89-90	%	-14	16	0	-2	2	-2
		90-91	%	-3	3	0	0	0	0
		91-92	%	-8	9	-1	0	1	-1
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY	ELEMENTARY	88-89	%	62	37	1	0	99	1
		89-90	%	63	35	1	1	98	2
		90-91	%	57	40	3	0	97	3
		91-92	%	53	45	2	0	98	2
		92-93	%	50	47	3	0	97	3
		CHANGE FROM:							
		88-89	%	-12	10	2	0	-2	2
		89-90	%	-13	12	2	-1	-1	1
		90-91	%	-7	7	0	0	0	0
		91-92	%	-3	2	1	0	-1	1
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY	ELEMENTARY	88-89	%	56	38	4	2	94	6
		89-90	%	59	40	0	1	99	1
		90-91	%	57	41	2	0	98	2
		91-92	%	63	35	2	0	98	2
		92-93	%	61	37	3	0	97	3
		CHANGE FROM:							
		88-89	%	5	-1	-1	-2	3	-3
		89-90	%	2	-3	3	-1	-2	2
		90-91	%	4	-4	1	0	-1	1
		91-92	%	-2	2	1	0	-1	1
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE	ELEMENTARY	88-89	%	49	40	8	4	89	11
		89-90	%	49	45	5	1	94	6
		90-91	%	57	38	3	2	95	5
		91-92	%	57	35	7	1	92	8
		92-93	%	54	38	7	1	92	8
		CHANGE FROM:							
		88-89	%	5	-2	-1	-3	3	-3
		89-90	%	5	-7	2	0	-2	2
		90-91	%	-3	0	4	-1	-3	3
		91-92	%	-3	3	0	0	0	0
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ELEMENTARY	88-89	%	52	39	6	4	91	9
		89-90	%	49	42	7	2	91	9
		90-91	%	53	42	5	0	95	5
		91-92	%	66	29	3	2	95	5
		92-93	%	68	27	4	1	95	5
		CHANGE FROM:							
		88-89	%	16	-12	-2	-3	4	-4
		89-90	%	19	-15	-3	-1	4	-4
		90-91	%	15	-15	-1	1	0	0
		91-92	%	2	-2	1	-1	0	0
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL	ELEMENTARY	88-89	%	51	43	5	1	94	6
		89-90	%	59	33	5	3	92	8
		90-91	%	53	41	5	1	94	6
		91-92	%	61	35	4	0	96	4
		92-93	%	51	48	1	0	99	1
		CHANGE FROM:							
		88-89	%	0	5	-4	-1	5	-5
		89-90	%	-8	15	-4	-3	7	-7
		90-91	%	-2	7	-4	-1	5	-5
		91-92	%	-10	13	-3	0	3	-3

ITEMS	RESPONSES OF	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
13 ADEQUATE RESOURCES (E G , TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME	ELEMENTARY	88-89	%	47	42	10	1	89	11
		89-90	%	64	29	5	2	93	7
		90-91	%	56	35	7	2	91	9
		91-92	%	62	33	4	1	95	5
		92-93	%	48	44	7	2	91	9
		CHANGE FROM:							
		88-89	%	1	2	-3	1	2	-2
		89-90	%	-16	15	2	0	-2	2
		90-91	%	-8	9	0	0	0	0
		91-92	%	-14	11	3	1	-4	4
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING	ELEMENTARY	88-89	%	67	30	3	0	97	3
		89-90	%	63	34	2	1	97	3
		90-91	%	62	36	2	0	98	2
		91-92	%	74	23	3	0	97	3
		92-93	%	68	32	0	0	100	0
		CHANGE FROM:							
		88-89	%	1	2	-3	0	3	-3
		89-90	%	5	-2	-2	-1	3	-3
		90-91	%	6	-4	-2	0	2	-2
		91-92	%	-6	9	-3	0	3	-3
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS	ELEMENTARY	88-89	%	58	36	4	2	94	6
		89-90	%	57	40	1	2	97	3
		90-91	%	58	39	2	1	97	3
		91-92	%	75	24	1	0	99	1
		92-93	%	72	27	0	1	99	1
		CHANGE FROM:							
		88-89	%	14	-9	-4	-1	5	-5
		89-90	%	15	-13	-1	-1	2	-2
		90-91	%	14	-12	-2	0	2	-2
		91-92	%	-3	3	-1	1	0	0
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S)	ELEMENTARY	88-89	%	47	44	8	0	92	8
		89-90	%	47	46	5	2	93	7
		90-91	%	50	47	2	1	97	3
		91-92	%	59	36	5	0	95	5
		92-93	%	60	37	2	1	97	3
		CHANGE FROM:							
		88-89	%	13	-7	-6	1	5	-5
		89-90	%	13	-9	-3	-1	4	-4
		90-91	%	10	-10	0	0	0	0
		91-92	%	1	1	-3	1	2	-2
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT TRAINING PROVIDED THROUGH MY CAMPUS	ELEMENTARY	88-89	%	48	45	5	3	93	7
		89-90	%	53	40	6	1	93	7
		90-91	%	50	46	3	1	96	4
		91-92	%	55	38	6	1	93	7
		92-93	%	60	35	5	1	94	6
		CHANGE FROM:							
		88-89	%	12	-10	0	-2	1	-1
		89-90	%	7	-5	-1	0	1	-1
		90-91	%	10	-11	2	0	-2	2
		91-92	%	5	-3	-1	0	1	-1
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE	ELEMENTARY	88-89	%	51	40	7	2	92	8
		89-90	%	61	36	2	1	97	3
		90-91	%	55	40	5	0	95	5
		91-92	%	51	43	6	0	94	6
		92-93	%	53	43	4	0	96	4
		CHANGE FROM:							
		88-89	%	2	3	-3	-2	4	-4
		89-90	%	-8	7	2	-1	-1	1
		90-91	%	-2	3	-1	0	1	-1
		91-92	%	2	0	-2	0	2	-2

AUSTIN INDEPENDENT SCHOOL DISTRICT

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OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF ADMINISTRATORS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF	YEAR		RESPONSES				RETURN RATE	
				STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	SA+A	D+SD
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE	ELEMENTARY	88-89	%	39	49	8	5	88	12
		89-90	%	48	45	6	0	94	6
		90-91	%	42	50	6	2	92	8
		91-92	%	41	52	7	0	93	7
		92-93	%	55	41	3	1	96	4
		CHANGE FROM							
		88-89	%	16	-8	-5	-4	8	-8
		89-90	%	7	-4	-3	1	2	-2
		90-91	%	13	-9	-3	-1	4	-4
		91-92	%	14	-11	-4	1	3	-3
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION	ELEMENTARY	88-89	%	43	46	7	4	89	11
		89-90	%	43	44	8	4	88	12
		90-91	%	47	49	2	1	97	3
		91-92	%	50	41	9	0	91	9
		92-93	%	51	36	12	1	87	13
		CHANGE FROM							
		88-89	%	8	-10	5	-3	-2	2
		89-90	%	8	-8	4	-3	-1	1
		90-91	%	4	-13	10	0	-10	10
		91-92	%	1	-5	3	1	-4	4

AUSTIN INDEPENDENT SCHOOL DISTRICT

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SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS	SECONDARY	88-89	%	58	33	7	1	92	8
		89-90	%	54	38	7	1	92	8
		90-91	%	58	36	6	0	94	6
		91-92	%	63	33	4	0	96	4
		92-93	%	46	49	4	1	95	5
		CHANGE FROM:							
		88-89	%	-12	16	-3	0	3	-3
		89-90	%	-8	11	-3	0	3	-3
		90-91	%	-12	13	-2	1	1	-1
		91-92	%	-17	16	0	1	-1	1
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ACHIEVE MASTERY	SECONDARY	88-89	%	23	66	10	1	89	11
		89-90	%	27	52	16	5	80	20
		90-91	%	26	61	12	1	86	14
		91-92	%	28	58	13	1	86	14
		92-93	%	25	51	22	2	76	24
		CHANGE FROM:							
		88-89	%	2	-15	12	1	-13	13
		89-90	%	-2	-1	6	-3	-4	4
		90-91	%	-1	-10	10	1	-10	10
		91-92	%	-3	-7	9	1	-10	10
3 OUR SCHOOL HAS A SAFE CLIMATE	SECONDARY	88-89	%	44	48	6	2	92	8
		89-90	%	43	42	9	7	84	16
		90-91	%	42	48	5	4	90	10
		91-92	%	53	42	5	0	95	5
		92-93	%	44	49	6	1	93	7
		CHANGE FROM:							
		88-89	%	0	1	0	-1	1	-1
		89-90	%	1	7	-3	-6	9	-9
		90-91	%	2	1	1	-3	3	-3
		91-92	%	-9	7	1	1	-2	2
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE	SECONDARY	88-89	%	37	50	11	2	87	13
		89-90	%	43	44	10	3	87	13
		90-91	%	39	50	8	3	89	11
		91-92	%	58	32	9	3	90	10
		92-93	%	40	44	13	3	84	16
		CHANGE FROM:							
		88-89	%	3	-6	2	1	-3	3
		89-90	%	-3	0	3	0	-3	3
		90-91	%	1	-6	5	0	-5	5
		91-92	%	-18	12	5	0	-6	6
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS	SECONDARY	88-89	%	38	49	11	2	87	13
		89-90	%	40	45	14	1	85	15
		90-91	%	38	47	12	3	85	15
		91-92	%	52	38	9	1	90	10
		92-93	%	30	49	17	5	78	22
		CHANGE FROM:							
		88-89	%	-8	0	6	3	-9	9
		89-90	%	-10	4	3	4	-7	7
		90-91	%	-8	2	5	2	-7	7
		91-92	%	-22	11	8	4	-12	12
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION	SECONDARY	88-89	%	37	54	10	0	90	10
		89-90	%	39	49	11	0	89	11
		90-91	%	39	46	12	3	85	15
		91-92	%	54	37	6	3	91	9
		92-93	%	40	50	8	2	90	10
		CHANGE FROM:							
		88-89	%	3	-4	-2	2	0	0
		89-90	%	1	1	-3	2	1	-1
		90-91	%	1	4	-4	-1	5	-5
		91-92	%	-14	13	2	-1	-1	1

AUSTIN INDEPENDENT SCHOOL DISTRICT

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SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING	SECONDARY	88-89	%	31	60	7	1	92	8
		89-90	%	34	60	6	1	93	7
		90-91	%	21	73	6	0	94	6
		91-92	%	36	60	1	3	96	4
		92-93	%	29	61	9	1	90	10
		CHANGE FROM							
		88-89	%	-2	1	2	0	-2	2
		89-90	%	-5	1	3	0	-3	3
		90-91	%	8	-12	3	1	-4	4
		91-92	%	-7	1	8	-2	-6	6
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY	SECONDARY	88-89	%	36	56	8	0	92	8
		89-90	%	37	57	6	0	94	6
		90-91	%	32	62	4	1	95	5
		91-92	%	50	45	5	0	95	5
		92-93	%	26	58	15	1	84	16
		CHANGE FROM							
		88-89	%	-10	2	7	1	-8	8
		89-90	%	-11	1	9	1	-10	10
		90-91	%	-6	-4	11	0	-11	11
		91-92	%	-24	13	10	1	-11	11
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY	SECONDARY	88-89	%	38	52	7	2	90	10
		89-90	%	43	51	6	0	94	6
		90-91	%	28	61	11	0	89	11
		91-92	%	46	46	8	0	92	8
		92-93	%	34	56	8	1	91	9
		CHANGE FROM							
		88-89	%	-4	4	1	-1	1	-1
		89-90	%	-9	5	2	1	-3	3
		90-91	%	6	-5	-3	1	2	-2
		91-92	%	-12	10	0	1	-1	1
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE	SECONDARY	88-89	%	38	51	6	5	89	11
		89-90	%	38	42	18	2	80	20
		90-91	%	32	54	11	3	86	14
		91-92	%	46	37	15	1	83	17
		92-93	%	39	51	9	1	90	10
		CHANGE FROM							
		88-89	%	1	0	3	-4	1	-1
		89-90	%	1	9	-9	-1	10	-10
		90-91	%	7	-3	-2	-2	4	-4
		91-92	%	-7	14	-6	0	7	-7
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL	SECONDARY	88-89	%	37	48	14	1	85	15
		89-90	%	38	46	15	1	84	16
		90-91	%	39	47	11	3	86	14
		91-92	%	59	31	9	1	90	10
		92-93	%	46	45	8	1	91	9
		CHANGE FROM							
		88-89	%	9	-3	-6	0	6	-6
		89-90	%	8	-1	-7	0	7	-7
		90-91	%	7	-2	-3	-2	5	-5
		91-92	%	-13	14	-1	0	1	-1
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL	SECONDARY	88-89	%	34	53	8	5	87	13
		89-90	%	40	43	11	6	83	17
		90-91	%	23	66	7	4	89	11
		91-92	%	42	53	4	1	95	5
		92-93	%	33	55	10	2	88	12
		CHANGE FROM							
		88-89	%	-1	2	2	-3	1	-1
		89-90	%	-7	12	-1	-4	5	-5
		90-91	%	10	-11	3	-2	-1	1
		91-92	%	-9	2	6	1	-7	7

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
13 ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME	SECONDARY	88-89	%	51	42	6	1	93	7
		89-90	%	53	40	4	4	93	7
		90-91	%	41	49	10	0	90	10
		91-92	%	57	40	3	0	97	3
		92-93	%	44	45	10	1	89	11
		CHANGE FROM:							
		88-89	%	-7	3	4	0	-4	4
		89-90	%	-9	5	6	-3	-4	4
		90-91	%	3	-4	0	1	-1	1
		91-92	%	-13	5	7	1	-8	8
14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING	SECONDARY	88-89	%	49	43	5	2	93	7
		89-90	%	49	38	11	2	87	13
		90-91	%	38	55	7	0	93	7
		91-92	%	51	45	4	0	96	4
		92-93	%	38	52	8	1	91	9
		CHANGE FROM:							
		88-89	%	-11	9	3	-1	-2	2
		89-90	%	-11	14	-3	-1	4	-4
		90-91	%	0	-3	1	1	-2	2
		91-92	%	-13	7	4	1	-5	5
15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS	SECONDARY	88-89	%	41	44	11	4	85	15
		89-90	%	49	45	5	1	94	6
		90-91	%	37	53	10	0	90	10
		91-92	%	61	29	11	0	89	11
		92-93	%	41	53	5	1	94	6
		CHANGE FROM:							
		88-89	%	0	9	-6	-3	9	-9
		89-90	%	-8	8	0	0	0	0
		90-91	%	4	0	-5	1	4	-4
		91-92	%	-20	24	-6	1	5	-5
16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S)	SECONDARY	88-89	%	33	53	8	6	86	14
		89-90	%	41	47	11	1	88	12
		90-91	%	27	56	14	3	84	16
		91-92	%	45	40	13	3	85	15
		92-93	%	38	53	6	2	92	8
		CHANGE FROM:							
		88-89	%	5	0	-2	-4	6	-6
		89-90	%	-3	6	-5	1	4	-4
		90-91	%	11	-3	-8	-1	8	-8
		91-92	%	-7	13	-7	-1	7	-7
17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT TRAINING PROVIDED THROUGH MY CAMPUS	SECONDARY	88-89	%	35	52	11	2	87	13
		89-90	%	40	50	6	4	90	10
		90-91	%	38	53	7	1	92	8
		91-92	%	47	41	8	4	88	12
		92-93	%	38	51	9	1	90	10
		CHANGE FROM:							
		88-89	%	3	-1	-2	-1	3	-3
		89-90	%	-2	1	3	-3	0	0
		90-91	%	0	-2	2	0	-2	2
		91-92	%	-9	10	1	-3	2	-2
18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE	SECONDARY	88-89	%	50	45	5	0	95	5
		89-90	%	51	40	10	0	90	10
		90-91	%	41	47	11	1	88	12
		91-92	%	54	41	4	1	95	5
		92-93	%	40	52	7	1	92	8
		CHANGE FROM:							
		88-89	%	-10	7	2	1	-3	3
		89-90	%	-11	12	-3	1	2	-2
		90-91	%	-1	5	-4	0	4	-4
		91-92	%	-14	11	3	0	-3	3

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF ADMINISTRATORS: FIVE YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE	SECONDARY	88-89	%	27	54	16	4	81	19
		89-90	%	28	54	14	4	83	17
		90-91	%	19	64	11	5	84	16
		91-92	%	38	45	12	5	83	17
		92-93	%	24	59	15	1	84	16
		CHANGE FROM							
		88-89	%	-3	5	-1	-3	3	-3
		89-90	%	-4	5	1	-3	1	-1
		90-91	%	5	-5	4	-4	0	0
		91-92	%	-14	14	3	-4	1	-1
20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION	SECONDARY	88-89	%	27	51	13	9	78	22
		89-90	%	35	42	18	6	76	24
		90-91	%	29	50	13	7	79	21
		91-92	%	29	53	13	4	83	17
		92-93	%	29	58	11	2	87	13
		CHANGE FROM							
		88-89	%	2	7	-2	-7	9	-9
		89-90	%	-6	16	-7	-4	11	-11
		90-91	%	0	8	-2	-5	8	-8
		91-92	%	0	5	-2	-2	4	-4

APPENDIX D

APPENDIX E

YEARLY COMPARISON OF VALID RESPONSES PER ITEM

School Climate Survey: Campus Professionals' Valid Responses from 1988-89 to 1992-93

ITEMS		1992-93	1991-92	1990-91	1989-90	1988-89
High expectations for success	ELEMENTARY	2,393	2,498	2,321	2,395	2,322
	MIDDLE	708	754	709	726	728
	HIGH	828	890	936	907	940
All students can achieve mastery	ELEMENTARY	2,437	2,498	2,371	2,396	2,321
	MIDDLE	742	755	715	726	727
	HIGH	847	888	914	903	937
Safe climate	ELEMENTARY	2,458	2,498	2,372	2,384	2,318
	MIDDLE	744	752	715	717	719
	HIGH	852	888	946	894	939
Businesslike climate	ELEMENTARY	2,488	2,499	2,377	2,380	2,316
	MIDDLE	749	755	710	723	708
	HIGH	858	888	940	890	930
Focused mission to school goals	ELEMENTARY	2,484	2,496	2,375	2,385	2,322
	MIDDLE	757	754	716	728	721
	HIGH	862	890	944	901	934
Staff works together	ELEMENTARY	2,489	2,498	2,372	2,392	2,327
	MIDDLE	749	758	715	725	728
	HIGH	865	890	943	904	939
Actively engaged in learning	ELEMENTARY	2,487	2,496	2,354	2,389	2,316
	MIDDLE	744	754	698	722	722
	HIGH	861	891	930	899	933
Frequent monitoring of student progress	ELEMENTARY	2,477	2,482	2,372	2,391	2,321
	MIDDLE	746	751	713	723	724
	HIGH	858	884	943	902	938
Positive relations with community	ELEMENTARY	2,486	2,496	2,383	2,385	2,329
	MIDDLE	746	753	711	726	728
	HIGH	858	887	937	900	937
Open and adequate communication	ELEMENTARY	2,493	2,486	2,379	2,378	2,321
	MIDDLE	750	753	713	728	722
	HIGH	865	880	941	899	940
Collaborative planning	ELEMENTARY	2,477	2,491	2,377	2,377	2,326
	MIDDLE	752	754	711	729	728
	HIGH	859	884	939	900	936
Students are well behaved	ELEMENTARY	2,484	2,492	2,373	2,388	2,320
	MIDDLE	752	754	714	720	729
	HIGH					
Adequate resources available	ELEMENTARY	2,456	2,484	2,363	2,293	2,337
	MIDDLE	743	748	714	693	738
	HIGH	848	888	938	856	944
Climate conducive to learning	ELEMENTARY	2,480	2,501	2,371	2,310	2,341
	MIDDLE	747	754	718	694	731
	HIGH	855	889	941	861	940
Principal discusses problems	ELEMENTARY	2,474	2,490	2,364	2,290	2,335
	MIDDLE	745	752	710	694	724
	HIGH	853	880	933	862	940
Decisions supported and respected by administrator	ELEMENTARY	2,481	2,488	2,366	2,290	2,322
	MIDDLE	748	755	713	691	720
	HIGH	850	880	934	855	938
Staff development supports growth	ELEMENTARY	2,465	2,489	2,361	2,297	2,341
	MIDDLE	744	756	712	686	739
	HIGH	852	880	934	859	934
Appraisals fair and representative	ELEMENTARY	2,431	2,475	2,342	2,262	2,325
	MIDDLE	733	749	705	680	736
	HIGH	836	871	932	846	934
Faculty meetings productive	ELEMENTARY	2,481	2,485	2,343	2,296	2,330
	MIDDLE	746	743	700	686	739
	HIGH	850	877	925	855	929
New policies explained	ELEMENTARY	2,478	2,428	2,366	2,297	2,349
	MIDDLE	747	740	711	692	744
	HIGH	850	859	936	859	941
Positive resolution of conflict	ELEMENTARY	2,461	2,428	2,366	2,297	2,349
	MIDDLE	747	647	710	690	735
	HIGH	843	769	931	853	932
Staff achievements recognized	ELEMENTARY	2,461	2,267	2,360	2,298	2,343
	MIDDLE	742	663	711	689	736
	HIGH	849	750	931	859	937
Paperwork at a minimum	ELEMENTARY	2,465	2,257	2,360	2,287	2,333
	MIDDLE	748	637	713	690	737
	HIGH	851	780	929	850	937
Morale is high	ELEMENTARY	2,468	2,260	2,362	2,283	2,342
	MIDDLE	746	657	710	688	733
	HIGH	853	777	935	856	927

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APPENDIX E

YEARLY COMPARISON OF VALID RESPONSES PER ITEM

School Climate Survey: Administrators' Valid Responses from 1988-89 to 1992-93

ITEMS		1992-93	1991-92	1990-91	1989-90	1988-89
High expectation for success	ELEMENTARY	96	101	97	99	105
	SECONDARY	84	78	72	89	84
All students can acheive mastery	ELEMENTARY	102	100	99	99	106
	SECONDARY	87	78	74	88	83
Safe climate	ELEMENTARY	102	100	99	99	106
	SECONDARY	87	78	73	89	84
Businesslike climate	ELEMENTARY	103	101	99	99	106
	SECONDARY	87	78	74	89	82
Staff commitment to goals	ELEMENTARY	104	101	98	100	104
	SECONDARY	88	77	74	88	84
Staff works together	ELEMENTARY	103	101	98	100	106
	SECONDARY	86	78	74	89	84
Actively engaged in learning	ELEMENTARY	103	101	98	98	104
	SECONDARY	87	78	71	89	83
Frequent monitoring of student progress	ELEMENTARY	103	100	98	98	105
	SECONDARY	88	78	74	89	84
Positive relationship with community	ELEMENTARY	104	101	99	99	105
	SECONDARY	87	78	74	88	84
Open and adequate communication	ELEMENTARY	104	101	96	100	106
	SECONDARY	88	78	74	89	82
Collaborative planning	ELEMENTARY	104	100	99	100	106
	SECONDARY	87	78	74	89	84
Students are well behaved	ELEMENTARY	103	101	99	100	106
	SECONDARY	89	78	74	87	83
Adequate resources available	ELEMENTARY	101	98	98	96	104
	SECONDARY	84	75	76	83	83
School climate conductive to learning	ELEMENTARY	104	101	99	97	106
	SECONDARY	86	78	73	84	83
Appraisals fair and representive	ELEMENTARY	103	101	98	98	105
	SECONDARY	85	76	73	84	82
Faculty meetings productive	ELEMENTARY	103	101	98	98	106
	SECONDARY	86	78	73	83	83
Positive resolution of conflict	ELEMENTARY	104	101	98	98	107
	SECONDARY	86	78	73	84	85
Staff achievements recognized	ELEMENTARY	102	101	99	97	107
	SECONDARY	86	78	73	83	84
Paperwork at a minimum	ELEMENTARY	102	100	98	97	106
	SECONDARY	86	77	73	81	83
Morale is high	ELEMENTARY	103	100	95	97	107
	SECONDARY	84	75	68	84	82

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

1. High expectations for success.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	95%	97%	.01	97%	.01
Middle School	90%	92%	NS	95%	.01
High School	91%	90%	NS	90%	NS
District	93%	94%	NS	95%	.01

2. All students can achieve mastery.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	91%	93%	.05	95%	.01
Middle School	80%	84%	.05	86%	.01
High School	80%	76%	.05	79%	NS
District	87%	88%	NS	90%	.01

3. Safe climate.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	87%	91%	.01	92%	.01
Middle School	63%	76%	.01	85%	.01
High School	77%	80%	NS	79%	NS
District	81%	86%	.01	88%	.01

4. Businesslike climate.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	86%	89%	.01	91%	.01
Middle School	63%	75%	.01	82%	.01
High School	75%	77%	NS	79%	.05
District	80%	84%	.01	87%	.01

NS= not significant

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

5. Focused mission to school goals.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	84%	91%	.01	91%	.01
Middle School	70%	81%	.01	83%	.01
High School	74%	75%	NS	79%	.05
District	79%	85%	.01	87%	.01

6. Staff works together.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	86%	89%	.01	91%	.01
Middle School	80%	85%	.05	87%	.01
High School	81%	83%	NS	84%	NS
District	84%	87%	.01	88%	.01

7. Students actively engaged.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	95%	97%	.01	97%	.01
Middle School	76%	87%	.01	87%	.01
High School	80%	85%	.01	84%	.05
District	88%	93%	.01	92%	.01

8. Frequent monitoring of student progress.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	92%	94%	.01	96%	.01
Middle School	83%	87%	.05	91%	.01
High School	84%	85%	NS	87%	NS
District	88%	91%	.01	93%	.01

NS= not significant

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

9. Positive relations with community.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	89%	92%	.01	93%	.01
Middle School	79%	86%	.01	88%	.01
High School	81%	82%	NS	88%	.01
District	85%	89%	01	91%	.01

10. Open and adequate communications.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	74%	78%	.01	79%	.01
Middle School	61%	65%	NS	77%	.01
High School	75%	73%	NS	77%	NS
District	72%	74%	NS	78%	.01

11. Collaborative planning.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	79%	83%	.01	83%	.01
Middle School	69%	76%	.01	79%	.01
High School	77%	73%	NS	77%	NS
District	77%	80%	.01	81%	.01

12. Students are well behaved.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	74%	82%	.01	82%	.01
Middle School	50%	64%	.01	69%	.01
High School	71%	76%	.05	73%	NS
District	69%	78%	.01	78%	.01

NS= not significant

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

13. Adequate resources available.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	79%	80%	NS	85%	.01
Middle School	79%	77%	NS	82%	NS
High School	85%	83%	NS	87%	NS
District	80%	80%	NS	85%	.01

14. Climate conducive to learning.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	91%	95%	.01	96%	.01
Middle School	72%	81%	.01	88%	.01
High School	82%	85%	.01	85%	.01
District	86%	90%	.01	92%	.01

15. Principal discusses problems.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	86%	89%	.01	89%	.01
Middle School	80%	80%	NS	90%	.01
High School	89%	85%	.05	91%	NS
District	86%	87%	NS	89%	.01

16. Decisions are supported and respected by administrator.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	84%	86%	.05	87%	.01
Middle School	77%	79%	NS	86%	.01
High School	83%	83%	NS	83%	NS
District	83%	84%	NS	87%	.01

NS= not significant

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

17. Staff development supports growth.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	90%	90%	NS	91%	.01
Middle School	85%	81%	.05	83%	NS
High School	81%	81%	NS	81%	NS
District	87%	87%	NS	87%	NS

18. Appraisals are fair and representative.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	88%	86%	.05	82%	.01
Middle School	81%	77%	NS	83%	NS
High School	80%	80%	NS	75%	.05
District	85%	83%	.05	80%	.01

19. Faculty meetings productive.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	83%	86%	.01	85%	NS
Middle School	72%	73%	NS	79%	.01
High School	80%	73%	.01	79%	NS
District	80%	80%	NS	83%	.01

20. New policies are explained.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	83%	87%	.01	87%	.01
Middle School	73%	80%	.01	83%	.01
High School	83%	79%	.05	84%	NS
District	81%	84%%	.01	86%	.01

NS= not significant

APPENDIX F

Comparison of Professionals' Responses: Chi Square Values

21. Positive resolution of conflict.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	77%	81%	.01	81%	.01
Middle School	67%	77%	.01	81%	.01
High School	77%	77%	NS	80%	NS
District	75%	78%	.01	81%	.01

22. Staff achievements recognized.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	81%	83%	NS	83%	.01
Middle School	81%	80%	NS	86%	.01
High School	81%	83%	NS	87%	.01
District	81%	82%	NS	85%	.01

23. Paperwork at a minimum.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	73%	75%	NS	72%	NS
Middle School	59%	56%	NS	70%	.01
High School	63%	61%	NS	62%	NS
District	69%	69%	NS	69%	NS

24. Morale is high.

	1992-93	1991-92	significance	1988-89	significance
Elementary School	70%	74%	.01	73%	.05
Middle School	49%	51%	NS	67%	.01
High School	61%	57%	NS	68%	.01
District	64%	67%	.01	71%	.01

NS = not significant

APPENDIX G

1992 FORMER STUDENT SURVEY TOTAL RESULTS

1. WHAT ARE YOU DOING NOW (CIRCLE THE LETTERS OF ALL THE ITEMS THAT TELL WHAT YOU ARE DOING THIS SEMESTER.)

	%	#
A. IN SCHOOL, FULL TIME	(60%)	115
B. IN SCHOOL, PART TIME	(13%)	25
C. IN ARMED FORCES	(5%)	9
D. A PARENT	(7%)	13
E. EMPLOYED FULL TIME	(24%)	45
F. EMPLOYED, PART TIME	(35%)	67
G. SELF EMPLOYED	(1%)	3
H. NOT EMPLOYED, LOOKING FOR A JOB	(6%)	11
I. NOT EMPLOYED, NOT LOOKING FOR A JOB	(2%)	4
J. WORKING IN THE HOME	(1%)	3
K. OTHER	(6%)	11

IF YOU ARE WORKING PART TIME OR FULL TIME ANSWER QUESTIONS 2-6

2. IN WHAT TYPE OF JOB ARE YOU EMPLOYED?

	%	#
A. COMPUTER FIELD (DATA ENTRY, OPERATOR, PROGRAMMER)	(7%)	8
B. OFFICE WORK (SECRETARY, RECEPTIONIST...)	(19%)	22
C. SALESPERSON (RETAIL, GROCERY...)	(22%)	25
D. HEALTH SERVICES (MEDICAL TECHNICIAN, HEALTH AIDE...)	(2%)	2
E. MECHANICAL (AUTO, MACHINE OPERATOR/MAINTENANCE..)	(3%)	3
F. SKILLED LABOR (BUILDING, PRINTING, ASSEMBLY LINE)	(6%)	7
G. GENERAL LABOR (SERVICE STATION, DAY LABORER...)	(3.5)	4
H. FOOD SERVICE (COOK, WAITPERSON, DISH WASHER...)	(11%)	13
I. CHILD CARE (DAY CARE WORKER, BABYSITTER)	(3.5%)	4
J. HOTEL/HOSPITALITY (HOTEL CLERK, HOTEL SERVICE...)	(2%)	2
K. FINE ARTS (MUSIC, DRAMA, ART..)	(2%)	2
L. ARMED FORCES	(5%)	6
M. OTHER	(14%)	16

3. WHICH STATEMENT BEST DESCRIBES YOUR PRESENT JOB?

	%	#
A. IN A FIELD FOR WHICH I WAS TRAINED IN HIGH SCHOOL.	(8%)	10
B. IN A FIELD RELATED TO MY HIGH SCHOOL EXPERIENCE.	(13%)	17
C. IN A FIELD NOT RELATED TO MY HIGH SCHOOL EXPERIENCE	(79%)	101

APPENDIX G

1992 FORMER STUDENT SURVEY TOTAL RESULTS

4. WHO HELPED YOU GET YOUR JOB?

	%	#
A. PARENTS, RELATIVES OR FRIENDS	(21%)	27
B. HIGH SCHOOL COUNSELOR	(6%)	7
C. PRIVATE EMPLOYMENT AGENCY	(1%)	1
D. STATE EMPLOYMENT AGENCY	(0)	0
E. COLLEGE PLACEMENT OFFICE	(2%)	2
F. GOT IT MYSELF	(62%)	77
G. OTHER	(8%)	10

IF YOU ARE ATTENDING ANY SCHOOL, ANSWER ITEMS 5 THROUGH 7. IF NOT, SKIP TO ITEM 8.

5. WHAT TYPE OF SCHOOL ARE YOU ATTENDING?

	%	#
A. FOUR YEAR COLLEGE OR UNIVERSITY	(60%)	82
B. TECHNICAL OR TRADE SCHOOL	(3%)	4
C. PRIVATE BUSINESS SCHOOL	(0)	0
D. COMMUNITY/JR COLLEGE: MAY TRANSFER TO FOUR YEAR COLLEGE	(30%)	41
E. COMMUNITY/JR COLLEGE: TWO-YEAR ASSOCIATE DEGREE	(3%)	4
F. COMMUNITY/JR COLLEGE: CERTIFICATE PROGRAM	(1%)	1
G. OTHER	(3%)	4

6. IN YOUR PRESENT SCHOOL EXPERIENCE, WHAT SPECIFIC HIGH SCHOOL COURSES DO YOU FIND TO BE: MOST USEFUL? SECOND MOST USEFUL?

MOST USEFUL	#	%	SECOND MOST USEFUL	#	%
ATHLETIC TEAMS	1	1%	MUSIC	1	1%
BUSINESS EDUCATION	9	7%	BUSINESS EDUCATION	17	14%
COMPUTER SCIENCE	1	1%	COMPUTER SCIENCE	6	5%
DRAMA/DANCE	1	1%	FOREIGN LANGUAGE	2	2%
HEALTH	3	2%	HEALTH	1	1%
INDUSTRIAL TECHNOLOGY	1	1%	P.E.	1	1%
LANGUAGE ARTS	59	44%	LANGUAGE ARTS	30	24%
MATHEMATICS	46	34%	MATHEMATICS	40	32%
SCIENCE	8	6%	SCIENCE	10	8%
SOCIAL STUDIES	4	3%	SOCIAL STUDIES	13	11%
STUDENT GOVERNMENT	2	2%	STUDENT GOVERNMENT	3	2%

APPENDIX G

1992 FORMER STUDENT SURVEY TOTAL RESULTS

7. WHICH COURSE DO YOU WISH YOU HAD TAKEN IN HIGH SCHOOL OR HAD TAKEN MORE OF IN HIGH SCHOOL?

	#	%
ART	4	3%
BUSINESS EDUCATION	20	16%
COMPUTER SCIENCE	16	13%
DRAMA AND DANCE	2	2%
FOREIGN LANGUAGE	15	12%
HEALTH	2	2%
HOME ECONOMICS	3	2%
INDUSTRIAL TECHNOLOGY	2	2%
LANGUAGE ARTS	16	13%
MATHEMATICS	33	26%
SCIENCE	12	9%
SOCIAL STUDIES	2	2%
STUDENT GOVERNMENT	1	1%

8. HOW MANY HOURS OF COMMUNITY SERVICE HAVE YOU COMPLETED SINCE GRADUATING FROM AISD?

	%	#		%	#
A. 0	(58%)	99	D. 11-15	(5%)	9
B. 1-5	(14%)	24	E. MORE THAN 15	(16%)	28
C. 6-10	(7%)	11			

9. HOW MANY BOOKS HAVE YOU READ FOR PLEASURE IN THE LAST SIX MONTHS?

	%	#		%	#
A. 0	(22%)	38	D. 5-6	(5%)	9
B. 1-2	(37%)	65	E. MORE THAN 6	(16%)	28
C. 3-4	(20%)	36			

10. AFTER EXITING AISD, I HAVE BEEN ABLE TO PERFORM SUCCESSFULLY AT MY NEXT ENDEAVOR.

	%	#
A. STRONGLY AGREE	(28%)	49
B. AGREE	(41%)	72
C. NEUTRAL	(23%)	40
D. DISAGREE	(6%)	12
E. STRONGLY DISAGREE	(2%)	3

APPENDIX G

1992 FORMER STUDENT SURVEY TOTAL RESULTS

FOR ITEMS 11 THROUGH 21, PLEASE CIRCLE THE NUMBER OF THE RATING BELOW THAT INDICATES HOW WELL YOUR HIGH SCHOOL EDUCATION IN AISD PREPARED YOU TO:

		VERY WELL		MODERATELY WELL		WELL		NOT WELL	
		#	%	#	%	#	%	#	%
11	SUCCESSFULLY PERFORM MATHEMATICS SKILLS THROUGH ALGEBRA AND GEOMETRY AT A MINIMUM.	58	32	56	31	44	25	21	12
12	RESEARCH, DISCUSS, DEBATE AND WRITE ABOUT AN ASSIGNED SOCIAL STUDIES TOPICS.	38	21	75	42	45	25	22	12
13	REGISTER TO VOTE AND PARTICIPATE IN VOTING.	83	47	36	20	23	13	35	20
14	BE ACTIVELY INVOLVED IN COMMUNITY SERVICE.	27	15	29	16	52	29	72	40
15	BE ABLE TO DISCUSS CURRENT EVENTS AND ISSUES USING KNOWLEDGE GAINED FROM HISTORY AND GEOGRAPHY.	37	21	73	40	54	30	16	9
16	WRITE AND PRESENT A MAJOR RESEARCH PAPER.	54	30	63	35	43	24	20	11
17	BE PROFICIENT IN A LANGUAGE OTHER THAN ENGLISH.	25	14	38	21	53	30	63	35
18	HAVE KNOWLEDGE OF THE FINE ARTS.	32	18	48	27	65	36	34	19
19	BE AN EFFECTIVE PROBLEM SOLVER AND CRITICAL THINKER.	49	27	84	47	36	20	10	6
20	EFFECTIVELY USE CURRENT TECHNOLOGIES.	41	23	48	27	59	34	29	16
21	PREPARE A HIGH QUALITY RESUME AND BE ABLE TO DEMONSTRATE SUCCESSFUL JOB INTERVIEW SKILLS.	36	20	42	24	55	31	45	25

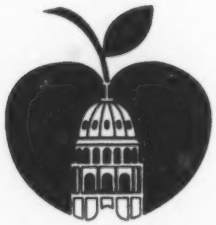
Austin Independent School District

Office of Research and Evaluation

Dr. Evangelina Mangino, Assistant Director

Systemwide Evaluation
David Wilkinson, Senior Evaluator

Author:
Trina Reed Robertson, Evaluation Associate



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